

COMBINED
NUMBER AND LANGUAGE LESSONS

GINN & COADY

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COMBINED
NUMBER AND LANGUAGE LESSONS

CONTAINING

EIGHT HUNDRED ORAL AND
WRITTEN LESSONS.

BY

F. B. GINN AND IDA A. COADY.

Teacher's Edition.

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PREFACE.



YEARS of careful observation have convinced the author that very few pupils, even in the better class of schools, learn to add and subtract readily and accurately.

The method of teaching several processes at the same time is largely responsible for this imperfect manner in which the pupils calculate. When their attention is changed so frequently from one process to another, nothing is clearly fixed in the mind.

Only forty-five combinations, of two figures each, can be made with the nine digits. Therefore these combinations can and should be so thoroughly learned, that the sum of any two numbers in column will be known at sight, as the words *dog*, *cow*, etc., are read, with no thought of the letters composing them.

After one has learned to count and write the nine digits, the easiest number work is to learn the sum of two numbers. Addition should be learned first, for the reason that it is required in all other processes.

It is the object of the following lessons to show how addition should be taught, both for the purpose of saving the time of the learner, and that there shall be no hesitation or doubt about the sum of any two numbers.

An oral, and also a written, lesson, with full directions for the teacher, are prepared for each school day

in the year, by which provision all the pupils in the same grade are required to do the same work, at the same time, and in a similar manner. Such uniformity of work is very important in the graded school, in which transfers must frequently be made, and pupils go from several rooms to form a class in a higher grade.

The school work is also better graduated by these lessons than it can be when the teacher prepares lessons for her class from day to day.

When pupils know the sum of any two digits, and
 $\begin{array}{r} 1 \quad 9 \\ \hline \end{array}$
 also know what two numbers make any sum from 1 to 9, *i.e.*, from two to eighteen, they will know the difference between any two numbers, for the difference between any two numbers is the number which, added to the smaller, will make the larger number. The pupil is taught by these lessons to *think* just what, in subtracting, he is required to *do*, and just what the definition of subtraction calls for, namely, to supply the number, which, added to the smaller, will make the larger. The cashier, in making change, does not subtract in the common sense, but he returns to the payer an amount which, added to the amount he retains, will make the original sum paid him; or, he adds to the smaller amount enough to make the larger.

Required to find the difference between nine and
 $\begin{array}{r} 9 \\ \hline \end{array}$
 five. That is: — 5. When the pupil is taught to think five from nine, the five is not taken from the nine, but a number is written below the line, which goes with the five to make nine. The pupil, in the present work, is taught that nine is in two parts, that five is one of the

parts, and that he is to write the other part below the line. This he does instantly, and without calculating, for he *knows* what number goes with five to make nine. That which is positively known is instantly and accurately recognized. When addition has been rightly learned, subtraction is but the work of a few lessons in writing differences.

Much time is lost in the study of Arithmetic, when pupils calculate slowly, and make frequent errors, for many of their examples are slowly worked two or three times over, the process meanwhile being correct. If pupils calculate rapidly, they need not perform examples in order to learn to cipher, but they cipher only to solve problems.

Careful observers agree that very few graduates from the schools can go into the counting-room and do an average day's work in adding columns of figures; and this, notwithstanding one-fourth of their time for many years has been spent in the study and use of numbers. Inasmuch as there are but forty-five columns, of two figures each, and only seventeen different words are required to express their sums, it must be that the method of instruction, and not the amount of matter to be learned, is the cause of the difficulty.

Signs should not be used in the practice of addition and subtraction, because they are never so used in ciphering, and when used in practice, five words or thoughts are necessary in adding two numbers, *viz.*, four plus five equal nine; *i.e.*, four and five are nine.

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The normal form for addition is the column, thus: 5, and this is one way of writing nine, and should be

known as nine just as the word *nine* is read with no thought of the letters. But when the pupil thinks, "five and four are nine," he is forming the habit of using a sentence of five words where but one word is needed. One will never learn *to see the sum* by naming or thinking the figures, any more than he can learn to read intelligently by always spelling out the words, and thus making the letter, instead of the word, the unit of thought.

After the pupils have learned to recognize the sum of any two digits as a word, they are taught to add the two sums in any column of four digits. The sum of two, three, or four digits in a column will then be known as a word of two syllables, at sight, and without calculation.

NOTE. See pp. 118 to 119 for columns of four figures. It will be noticed that the sums to be added are here each less than ten.

In the next or third grade, the pupils are taught to add any column of four digits, and to multiply and divide. They will then be prepared for the study of Arithmetic, for in the study of Arithmetic there will rarely occur more than four numbers in a column to be added. Pupils will also be taught to add sums of ten or more, at sight, in the long column, and to think or name the results as fast as they can speak, or as readily as they read words. By means of this method any one can add thirteen or seventeen to a number already in the mind, just as quickly and surely as he can add ten to the same number.

We do not know of a teacher who, having tried this system, does not acknowledge that she herself can add or subtract many times faster than ever before, and that her class will do double the work in numbers of any class she has ever had or known.

We hope that all who receive this Manual will give it a fair test, and then decide upon its value by results. No time can possibly be lost in making the trial.

Number and Language Lessons for the same grade are bound together in one book, Parts I. and II., for the use of teachers; a form which we believe will prove both economical and practical.

The slate is noisy, easily broken, and always soiled, and its use is so harmful to the eyes of pupils that it has given place to the block of paper in many of the schools of this country, and also in Germany. For these reasons, the Lessons for the pupils' use are bound in blocks. The Number Lesson is on one side of the sheet, and the Language Lesson on the other. When the number lesson is finished, the sheet is torn off, and on the other side is a new, fresh language lesson, neatly printed for the written work. One sheet of paper will thus furnish the written work for both Number and Language Lessons, and when completed may be filed by the teacher, or given to the pupil to take home and show what has been done at school. But in any case the teacher should retain at least one paper of each pupil every week, to form a perfect record of the pupil's progress, and for comparison week by week, and month by month.

NOTE. These Lessons may be used to advantage in the third grade, if pupils have not previously done the work; but the teacher will in that case teach in addition to what is here required Notation and the Multiplication Table.

THE following lessons are arranged for pupils in the second year of school (usually seven years of age), and it is presumed that they have learned to count, and also that they have learned the name and value of each figure used to express number. It is presumed, also, that they have used things, such as sticks or marks, thus:—

I	I	II	I	II	III	III	II	I	III	II	I
I	II	II	III	III	I	III	III	IIII	III	IIII	IIII
$\begin{array}{r} \text{IIII} = 4 \\ \text{IIII} = 4 \\ \hline \end{array} = 8$											
III	II	IIII	IIII	IIII	I	III	IIII	II	I	IIII	IIII
$\begin{array}{r} \text{IIII} \quad \text{III} \quad \text{III} \quad \text{IIIIII} \quad \text{I} \\ \text{IIII} \quad \text{IIII} \quad \text{IIII} \quad \text{II} \quad \text{IIIIII} \end{array} = \frac{1}{9} = 10$											

and by such a use of things have learned how to count two groups of things, and find their combined number; *i.e.*, that four things and three things are seven things. They have also learned that this figure (4) represents four in number, etc. The pupils who have learned to count, and the name and value of each digit, are prepared to learn the use of these figures, and processes with them, as they are combined in expressing numbers. When figures are used to express numbers, counting, and things to be counted, are no longer necessary; so processes with figures begin where counting ends. Processes so unlike as counting things and adding numbers should not be taught in the same lesson; so these lessons are devoted entirely to learning to use the nine digits with ease, rapidity, and accuracy.

NOTE. Do not use the book while hearing a class, but see what is to be done, and give your whole attention to having it properly done. These Lessons are to direct how and what should be done, but not to be strictly copied or followed.

PART I.



NUMBER LESSONS.

NUMBER LESSONS.



LESSON I.

NUMBERS are expressed by *words*, *figures*, and *letters*, thus :

one	two	three	four	five	six	seven	eight	nine	nought
1	2	3	4	5	6	7	8	9	0
I	II	III	IV	V	VI	VII	VIII	IX	

Place these on the board, and have the pupils read them and also copy them on the paper. Do not try to have them master the Roman method at present. Call attention to the number of the lesson as they use it.

The pupils will learn to write the numbers as they use them, and the teacher will see that they understand all the figures used, as new numbers are taught them.

Seat-work : Copy the words and the figures, but omit the Roman letters for the present.



LESSON II.

The figures 1 2 3 4 5 6 7 8 9 are called *digits*.

How many can write the nine digits?

What two numbers make two? Answer in words; viz., one and one are two.

What two numbers make three?

Have the pupils answer in words, and always with a full sentence; thus, one and two are three.

Write these on the board thus: $\begin{array}{r} 1 \\ 1 \\ \hline 2 \end{array}$, and show the pupils how to add them and tell the sum or answer.

Seat-work: Copy the nine digits.

Write in words the answers to —

What two numbers make three?

What two numbers make two? $\begin{array}{r} 1 \\ 1 \\ \hline 2 \end{array}$

Copy and write the answers under the line: $\begin{array}{r} 1 \\ 2 \\ \hline \end{array}$



LESSON III.

What numbers make two?

What two numbers make three?

Secure the answers to all such questions in full sentences.

Require each pupil to answer these questions.

Write the figures on the board so that the pupils may see the sum.

We call $\begin{array}{r} 1 \\ 2 \\ \hline 3 \end{array}$ a sum; and the answer is called the sum of the two numbers.

Seat-work: Write, one above the other, the two numbers that make two, three, and four; and the answers under the line.

Copy neatly the figures 1 2 3 4 5 6 7 8 9 0.

NOTE. The teacher should each day write the day of the week and month on the board, and, as early as possible, require the pupils to tell the date and how to write it, and then write it on the paper correctly and sign their names.

LESSON IV.

For oral work, review what has been taught; as, What two numbers make three? What two numbers make four?

Answer in words, with a full sentence; thus, three and one are four; two and two are four.

Write the numbers on the board; thus, $\begin{array}{cccc} & 1 & 1 & 2 & 3 \\ & \underline{1} & \underline{2} & \underline{2} & \underline{1} \end{array}$

Have the pupils tell, in one word, the sum of any two numbers as you point to them; thus, $\begin{array}{cc} 2 & 3 \\ \underline{2} & \underline{1} \end{array}$ four; $\underline{1}$ four.

Do not allow them to name either of the figures written, but require only the sum.

Seat-work: Write in words and then in figures, one above the other: the two numbers that make three; the two that make four; those that make two. Also write the answers.

Copy neatly: 1 2 3 4 5 6 7 8 9 0.



LESSON V.

What two numbers make four?

What two numbers make two?

What two numbers make three?

Write on the board: $\begin{array}{cccc} & 3 & 1 & 2 & 2 \\ & \underline{1} & \underline{1} & \underline{1} & \underline{2} \end{array}$

As you point to the numbers, require each pupil to tell, in one word, the sum. The pupils are to recognize the sum as a word and name it instantly.

Skip about in pointing, so that the pupil must look to see the sum and not answer by rote.

Seat-work: Write in pairs, one number above the other, all the numbers that make two, three, four, and five, with answers under each sum.

Copy neatly: 1 2 3 4 5 6 7 8 9 0.

LESSON VI.

What two numbers make three?

What two numbers make four?

What two numbers make five?

What two numbers make two?

Secure answers in words, with full sentences; viz., two and one are three, etc.

Practise reciting the sum of two numbers each day
 2 3 1 4 3 2
 five minutes; viz., 2 1 1 1 2 1

Point, skipping about, and require each pupil to tell
 3
 the sum in one word; thus, 2 five.

Seat-work: Copy and write the answers for:

1 2 1 2 1 1
 1 3 2 2 3 4

Copy neatly: 1 2 3 4 5 6 7 8 9 0.

LESSON VII.

What two numbers make three, Mary?

What two numbers make four, John?

What two numbers make two, Charlie?

What two numbers make five, Susan?

In oral work, always require the answer in a full sentence; thus, three and two are five; four and one are five.

How many pairs of numbers make five?

Samuel, what numbers make five, etc.?

I will name one number, and you tell me what number goes with it to make five; thus, the teacher says three, and requires of the pupil the number that goes with three to make five.

Four is made of two numbers; one of them is 2, what is the other? One is three, name the other.

Recite sums from the board each day.

2 4 2 1 3 1
Seat-work: Copy and write answers: 3 1 2 1 1 2

Copy neatly: 1 2 3 4 5 6 7 8 9 0.



LESSON VIII.

What two numbers make three, Frank?

What two numbers make five, Harriet?

What two numbers make four, Paul?

What two numbers make two, Ella?

Five is made of two numbers; one is three, name the other. One is four, name the other, etc.

How many pairs of digits make five?

Have the pupils recite from the board each day all the sums that have been previously taught.

Seat-work: Write in figures, one above the other, two numbers that make five, three, four, two, and the answers under the sums; thus, $\frac{1}{2}$

Copy neatly: 1 2 3 4 5 6 7 8 9 0.



LESSON IX.

Ask questions like, What two numbers make four? and also each day recite sums rapidly from the board. Call upon the slower pupils most frequently.

Point, skipping about, and require the answer in one word and quickly.

Board-work: $\begin{array}{cccccc} & 4 & 3 & 2 & 1 & 2 & 1 \\ 1 & 2 & 1 & 3 & 2 & 1 & \end{array}$

Be sure that all understand how to do the **seat-work**.

Seat-work: Copy and write answers:

$\begin{array}{ccccccccc} 1 & 1 & 2 & 1 & 0 & 1 & 3 & 3 & 2 \\ 1 & 3 & 2 & 0 & 3 & 4 & 2 & 1 & 2 \end{array}$

Teach the pupils to study these, *i.e.*, to think the answers in the same manner as when reciting from the board.

Copy neatly: 1 2 3 4 5 6 7 8 9 0.



LESSON X.

What two numbers make five, Willie?

What two numbers make two, Clara?

What two numbers make three, Tom?

What two numbers make four, Millie?

Recite rapidly the sums from the board or tablet for ten minutes each day. Call upon each pupil, and vary the form of reciting so as to keep up the interest. One day have each recite all that are on the board, and another day let one pupil recite two, three, or four sums, and then call upon the next, and so on.

Seat-work: Copy and write answers: $\begin{array}{cccccc} 2 & 1 & 1 & 4 & 3 & 2 \\ 2 & 3 & 1 & 1 & 2 & 1 \end{array}$

Write all the pairs of numbers that make six in the same way.

Copy neatly: 1 2 3 4 5 6 7 8 9 0.



LESSON XI.

What two numbers make six?

What two numbers make five?

What two numbers make four, etc.?

Go through the class in this way, until each can tell what two numbers make any sum called for.

The teacher will continue thus: six is made of two numbers; one is four, name the other. One is three. Then require the pupil to name the other at once, without saying to him, Name the other. The teacher will name other parts of six, as five, and the pupil will say one; or three, and the pupil will say three. Be sure that the pupil understands what is required of him, and then have him do it as quickly as possible.

Seat-work: Copy and write the answers to

$$\begin{array}{cccccccc} 1 & 2 & 3 & 1 & 2 & 1 & 2 & 1 & 1 \\ 5 & 4 & 3 & 4 & 3 & 3 & 2 & 2 & 1 \\ \hline \hline \hline \hline \hline \hline \hline \hline \hline \end{array}$$

Look carefully and see *how many pairs* of numbers make six; five; four; three. Also, what two numbers make six or five.

1 2 3 4 5 6 7 8 9 0.



LESSON XII.

What two numbers make six, Daniel?

What two numbers make five, Herbert?

Call upon other pupils to tell the same, *i.e.*, to tell all the pairs of digits whose sum is six. Let the teacher name one of the numbers and have the pupil name the other; thus, six is made of two numbers, one is 2, name the other. Then the teacher says four, and the pupil must tell what goes with it to make six. As soon as the pupils understand that you are naming one part of a given number, you may go on and name other parts of the same number, and they will tell what goes with each part to make that number. This exercise will apply to all numbers, so we shall not often repeat it.

You now have on the board the numbers that make two, three, four, five, and six.

Seat-work: Write in words all the pairs of numbers that make five and six; thus, three and three are six. Write the same in figures, one above the other.

1 2 3 4 5 6 7 8 9 0.

LESSON XIII.

Keep all the numbers on the board that have been made, for practice in reading or telling the sums.

The positions of the sums should frequently be changed, and the order of the numbers reversed as often as the sums are changed, so that pupils will see

3 4 2 1
both forms; viz., $\begin{array}{r} 3\ 4 \\ \hline 2\ 1 \end{array}$ and $\begin{array}{r} 2\ 1 \\ \hline 3\ 4 \end{array}$

Recite sums from the board, ten minutes each day, as rapidly as the pupil reciting can speak. This will train him to see and think quickly.

Seat-work: Copy these and write the answers as quickly as possible:—

1	3	1	3	4	5	2	2	3	1	2	3	2	4	1	1
<u>1</u>	<u>2</u>	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>	<u>1</u>	<u>2</u>	<u>1</u>	<u>5</u>	<u>4</u>	<u>3</u>	<u>3</u>	<u>1</u>	<u>2</u>	<u>1</u>

NOTE. Show the pupils how to do any seat or other work, but do not do it for them. It is *the doing* that educates rather than the mere knowledge of the fact contained in the example.

1 2 3 4 5 6 7 8 9 0.



LESSON XIV.

1 2 1 2 3 2 5 3 1
Numbers on the board are $\begin{array}{r} 1\ 1\ 3\ 2\ 3\ 4\ 1\ 2\ 4 \\ \hline \end{array}$

Skip about in pointing, so that the pupil must see each sum before naming it.

What two numbers make five, Charlie?

What two numbers make six, Ben?

What two numbers make four, Clara?

What two numbers make two, Lizzie?

In this way you will fix in the mind what two numbers make any sum, so that when one of them is given, the other will immediately be known. The pupil will thus be learning subtraction as well as addition; because, if you give him the sum of two numbers and one of the numbers, the other number, or the difference between the two given him, will be known.

Seat-work: Copy and write answers:

2	3	4	3	5	1	1	2	2	3	1	1	2	3	4	3	2	1
2	1	2	3	1	1	3	2	1	2	4	5	4	3	1	2	2	4
—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—

NOTE. Require seat-work to be done as quickly and neatly as possible. Habits of neatness and promptness are as good preparation for future work as can be made.



LESSON XV.

It will be well occasionally to recite sums from the board in concert, but to benefit the slower pupils you may need to make three sections of the class; thus, point as fast as the most rapid can recite. Ask those that recited to keep quiet and see if the others recite correctly. Point more slowly, and a medium section will recite. Again, ask all that have recited to be quiet, and point yet more slowly, telling all who have not before recited to do so now. Any pupil may join a quicker section as soon as he can recite with it.

In all concert-work, require pupils to speak *softly*.

Seat-work: Write in words all the pairs of numbers that make five, and all that make six.

1 2 3 4 5 6 7 8 9 0.

LESSON XVI.

What two numbers make four, Mark?

What two numbers make six, Charlotte?

What two numbers make three, Tom?

What two numbers make two, Mary?

See how quickly each pupil can recite all that is on the board. Skip in pointing, so that each one must actually see the sum.

Show the class how to do any new seat-work, but afterward erase, so that the pupils shall not copy.

Have the pupils observe the number of each lesson, and tell what letters form it, so that they may become familiar with the Roman notation.

Seat-work: Write in pairs, one number of each pair above the other, all the numbers that make six; five; four; three; and seven. Also, write the answer of each sum under it.

Copy neatly: 1 2 3 4 5 6 7 8 9 0.



LESSON XVII.

What two numbers make seven?

Have each pupil tell what two numbers make seven.

Recite from the board: $\begin{array}{cccccccccccc} & 1 & 2 & 3 & 3 & 4 & 5 & 2 & 1 & 2 & 1 & 1 & 2 & 2 \\ 6 & 5 & 4 & 3 & 2 & 1 & 3 & 4 & 4 & 2 & 1 & 1 & 2 & \end{array}$

Point, skipping about, and call on the slow pupils most frequently.

Seat-work: Write, three times, each pair of numbers that make seven. How many pairs of numbers make seven?

NOTE. When pupils can do more seat-work than is given in these lessons, the teacher will supply additional material, taking care, however, always to keep to the same line of work indicated in the lessons. Do not tire the pupils by more than ten minutes of seat-work at one time, but have that rapidly done.

Copy neatly: 1 2 3 4 5 6 7 8 9 0.



LESSON XVIII.

Have each pupil recite all that is on the board as often and as rapidly as possible. Change the order of the sums, and also reverse that of the digits; *i.e.*, in each sum, the figure that is below should be made the upper figure at each new writing, so that all forms will be equally familiar.

Seat-work: Copy and write the answers:

1	2	4	1	3	4	3	2	0	1	6	5	1	2	1	2	4	0	3
3	5	3	1	2	1	3	4	3	2	1	2	5	2	4	3	0	5	3
—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—

NOTE. See that all seat-work is rapidly and neatly done, in order to form good habits. Seat-work needs attention. You cannot afford to leave the pupils with the bare thought that you have given them work to do.



LESSON XIX.

What two numbers make seven, Paul?

What two numbers make six, Susan?

Ask each pupil in the class one of these questions. Let the answer be given in a full sentence; thus, four and three are seven.

See how quickly each pupil will recite all that has been put on the board.

Should a pupil make a mistake, let any one name the correct sum, provided he does it before the one reciting names the next sum. When a pupil has been corrected, point back to the mistaken sum, and have him give the correct answer.

Seat-work: Write in words all the numbers that in pairs make seven ; six ; and five.



LESSON XX.

Review all that has been learned from the board, by requiring each pupil to tell the sum of any two digits as rapidly as possible.

Seat-work: See how many pairs of figures you can write that will make eight, and not use the same digit twice.

Look at them and see what two digits make eight.

Notice how the sum looks, so that you will know it when you see it again.

NOTE. Since numbers are always represented by digits, we shall often use *digit* for *number* when it will better express our meaning.



LESSON XXI.

What two numbers make eight? *Ans.* Four and four are eight, etc.

Have each pupil tell what two numbers make eight.

Seat-work: Pupils write the two numbers that make eight in as many ways as possible, but always in column, *i.e.*, one above the other.

How many pairs of numbers are there?

Read what you have, by naming each pair of figures that makes eight.

Copy neatly: 1 2 3 4 5 6 7 8 9 0.

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LESSON XXII.

Review all thus far gone over, by reciting sums.

Teacher says, Eight is made of two numbers; one is five, name the other.

Review with each pupil all of the numbers in this way. See how quickly each can write the answers.

7	2	5	4	3	1	2	5	6	5	3	7	0	4	1	3	4
1	6	3	4	4	5	3	0	2	1	5	0	8	4	3	2	3
—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
5	5	1	2	1	4	6	5	2	6	1	3	6	3	5	3	
2	3	1	6	7	3	0	2	4	2	7	5	1	3	4	2	
—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—

NOTE. The teacher will observe that the numbers to be added are such that their sum can be expressed by a single digit.



LESSON XXIII.

Review sums from the board, calling on slower pupils first. Require the pupils to look carefully, and see whether any one makes a mistake. Let the answers be given as rapidly as the pupils can recite.

Seat-work: Pupils will write over each of these figures two digits that added will make the sums, *e.g.*,

$$\begin{array}{cccccccccccc} & 4 & & & & & & & & & & & & & & & \\ & 4 & & & & & & & & & & & & & & & \\ \hline 8 & 8 & 8 & 8 & 7 & 7 & 7 & 6 & 6 & 6 & 5 & 5 & 4 & 4 & 3 & 2 \end{array}$$

1 2 3 4 5 6 7 8 9 0.



LESSON XXIV.

Let each pupil tell what two numbers make eight, seven, or six; viz., Samuel, what two numbers make eight? Harriet, what two numbers make seven? etc.

Generally change the number with change of pupil, but at times several may give pairs making the same sum.

Vary the recitation as much as possible, both in reciting the sums from the board and in the oral exercises.

Seat-work: See how many can write all the pairs of numbers that make nine.

$$1 \ 2 \ 3 \ 4 \ 5 \ 6 \ 7 \ 8 \ 9 \ 0.$$



LESSON XXV.

Everett, what numbers have you written that make nine?

Do all have the same? Has any one any others?

The teacher will see the work of each pupil.

Have the pupils tell what two numbers make nine.

Seat-work: Write, three times, all of the numbers that make nine, and write the answers. Study them by naming the numbers; thus, five and four are nine, etc.

1 2 3 4 5 6 7 8 9 0.



LESSON XXVI.

Review from the board the numbers that make six,
 4 5 3 1 2 3 4 5 6 7 8 7 6 5
 seven, eight, nine; thus, 2 1 3 6 5 4 4 3 2 1 1 2 3 4

Study these through each way, *i.e.*, from left to right and from right to left, and then write the answers.

Show pupils how to study by thinking what numbers
 4
 are in each sum; *e.g.*, 3 three and four are seven.

5 3 6 1 5 4 2 0 7 8 5 3 4 2 8 3 1 7
4 2 3 8 2 5 3 9 2 1 3 6 5 7 0 4 8 2

Seat-work: Copy and write the answers, and then write answers under these sums.

NOTE. When pupils recite sums from the board, do not allow them to name either number, but require the sum only. By calling for the sum of two digits, and pointing as rapidly as the pupil can speak, you will soon teach the pupil to see the sum as he sees a word when he reads. No one reads by spelling words or observing the letters, but the word is the unit of thought.



LESSON XXVII.

Maggie, what two numbers make nine?

Frankie, what two numbers make eight?

Change the numbers often, and go through the class until each pupil can tell what two digits make any sum.

Four is one part of nine; name the other part; *i.e.*, tell what number goes with four to make nine.

Seat-work: Write in columns of two figures each all the numbers that make nine; eight; seven.

1 2 3 4 5 6 7 8 9 10.



LESSON XXVIII.

Review from the board all that has been learned thus far, the pupils reciting the sum as the teacher points to each pair of digits.

Seat-work: Write all the pairs of numbers (one figure above the other) that make ten. Study them carefully, so that you can tell what two numbers make ten.

How many pairs of numbers are there that make ten?

Now write the answers under all the pairs you have written.

Copy these figures, and see how much you can make your own look like them.

1 2 3 4 5 6 7 8 9 10 11 12.



LESSON XXIX.

How many pairs of figures have you that make ten, Mary?

Ask the same of each member of the class.

Frank, what two numbers make ten?

Ask this question also of each pupil.

Seat-work: See how quickly you can write the answers to

5	3	1	3	4	2	8	2	9	4	3	1	3	2
4	6	4	7	3	5	1	7	0	4	2	9	6	8
<hr/>													
4	5	7	1	3	2	6	5	8	6	7	5	3	
6	5	3	6	5	8	4	5	2	3	2	4	3	

Make neat and pretty figures. Do not blot them.

NOTE. In oral exercises, the teacher will find that the attention of pupils is better retained by speaking the name of the one called upon after the question rather than before it. *All* will listen carefully to each question as it is given, if they do not know who will have to answer it. Should the attention of any pupil wander, immediately call upon him.

LESSON XXX.

Keep on the board all the numbers thus far used, and often change their order. Also reverse the order of the numbers in each pair, so that both ways of writing will be equally used.

Seat-work: Write in pairs all the numbers that make these sums; thus:

$$\begin{array}{ccccccccc} & & & & & & 1 & & \\ \overline{5} & & & & & & \overline{8} & & \\ \overline{10} & \overline{10} & \overline{10} & \overline{10} & \overline{10} & \overline{9} & \overline{9} & \overline{9} & \overline{7} & \overline{7} \\ & \overline{7} & \overline{6} & \overline{6} & \overline{6} & \overline{5} & \overline{5} & \overline{4} & \overline{4} & \overline{3} & \overline{2} & \overline{8} & \overline{8} & \overline{8} \end{array}$$

NOTE. The teacher will recall note to Lesson XXII. We now have two digits in the answers, but not in either of the numbers to be added.

LESSON XXXI.

Recite sums from the board each day.

Who can tell what two numbers make eight?

Ask the same for ten, nine, and seven.

How many can write all the pairs of numbers that make nine and ten on the board?

Seat-work: Write answers to

3	6	2	4	6	5	4	5	7	3	6	5	7	8	9	5	4	9	7	5	6	2	3	7
7	3	5	3	2	3	5	1	2	4	3	2	1	2	0	5	5	1	3	5	4	8	5	1
—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—

Copy: 1 2 3 4 5 6 7 8 9 10 11 12 13 14.

NOTE. The teacher should carefully examine all work, and commend effort as well as good work. Show as much interest as possible in the work of each pupil.



LESSON XXXII.

Let the teacher say, Ten is made of two numbers; I will name one, Mary the other. Go through the class with other numbers in the same way, but do not have too many changes at one lesson.

Seat-work: Write in column, in as many ways as you can, all the pairs of numbers that make nine or ten.

Write the answers under each pair of digits.

Make your figures look as much as possible like these: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15.



LESSON XXXIII.

Write on the board all the combinations that have been made. Now see how quickly each pupil can recite the answers.

Practise until each pupil can recite them in thirty seconds.

Seat-work: Write all the pairs of numbers that make ten ; two ; nine ; eight ; seven.

Copy: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15.

NOTE. If the lessons progress too rapidly, give two days to a single lesson.



LESSON XXXIV.

What two numbers make ten ?

Go through the class in this way, and have any pupil tell what two numbers make any sum.

Then say : Mary, eight is one part of ten ; what is the other part, etc. ?

Seat-work: Write in words the two numbers that make ten, *e.g.*, eight and two are ten.

Do not make too large figures.

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15.



LESSON XXXV.

Give very little concert-work, but call most frequently on the slower pupils. In this way you will secure greater uniformity in the progress of the pupils and avoid having the work of concerted recitations done by a few.

Seat-work: Write above the lines the figures necessary to complete these sums:

4 5 7 3 8 8 7 5 3 4 6 5 7 1 5 2 6 8

8 7 10 9 10 10 9 5 10 9 10 9 8 6 10 8 6 10

NOTE. In all concert exercises have the pupils speak softly. Say "softly" before each recitation till the habit is formed.



LESSON XXXVI.

Let each pupil try and see how quickly he can recite from the board all that has been learned. Keep a record of the time consumed by each. It will add interest to the exercises to do so. Rapidity and accuracy will also be secured.

Seat-work: Write in columns all the pairs of numbers that make eleven.

Write the answers to

8 8 8 5 5 4 4 4 7 7 7 6 6 6 3 5 4 3 1
2 3 1 3 4 3 2 6 3 2 1 3 4 2 6 5 4 2 4

Do not forget what has been said about neatness of writing.



LESSON XXXVII.

Review all that has been learned, by reciting from the board the sums given; viz.:

1 2 4 3 2 1 8 7 6 5 3 5 1 1 9
3 2 4 5 6 7 1 2 3 4 4 2 6 1 2
 3 7 5 9 3 4 5 8 1 3 2 5 4 3
8 4 6 1 7 6 5 2 2 3 4 1 1 2

Seat-work: Copy all the above and write the answers; then write the answers to these examples.



LESSON XXXVIII.

Recite sums from the board each day, teacher pointing as rapidly as the pupil can recite. Give the slower pupils much individual drill, until all can tell the sum of any two digits at sight.

Seat-work: Write in pairs, using no number twice for the same sum, the numbers that make the following sums:

$\overline{10} \ \overline{10} \ \overline{10} \ \overline{10} \ \overline{10} \ \overline{9} \ \overline{9} \ \overline{9} \ \overline{9} \ \overline{11} \ \overline{11} \ \overline{11} \ \overline{11} \ \overline{8} \ \overline{8} \ \overline{8} \ \overline{8}$



LESSON XXXIX.

Have the pupil tell the sum of any two digits at sight, and for $\overset{8}{\underline{2}}$ say ten; for $\overset{5}{\underline{4}}$ say nine, just as they pronounce a word without naming each letter that composes it.

Secure rapidity and accuracy by frequent repetition. Have each pupil recite as rapidly as possible.

Seat-work: Write in column all the pairs of numbers that make eleven; six; seven; eight; nine; and ten. Also write the answers.

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17.

LESSON XL.

What two numbers make eleven?

How many pairs of digits make eleven?

Who can tell what they are?

Call upon the slower ones throughout the class to tell what two numbers make any sum named. For example, ask what two numbers make five. Write the answer on the board in words; thus, four and one are five.

Seat-work: Write in words the pairs of numbers that make ten; nine,—as the teacher wrote the example on the board.

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18.



LESSON XLI.

Recite sums from the board. See how quickly the pupils can recite the sums of the twenty-nine pairs of numbers already learned.

Let each pupil go to the board and point to the pairs, and tell the sum of each as he points to it. Have all the rest see whether or not he recites correctly.

Seat-work: See how many ways you can write sums of ten and eleven; but always with two figures, one above the other, *i.e.*, in columns of two figures each.

Write the answers.

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20.

LESSON XLII.

Have the pupils read sums from the board rapidly each day.

What two numbers make eleven? ten? nine?

Write, above each, two numbers that will make these sums:

$\overline{8} \ \overline{8} \ \overline{8} \ \overline{10} \ \overline{10} \ \overline{10} \ \overline{10} \ \overline{10} \ \overline{5} \ \overline{5} \ \overline{11} \ \overline{11} \ \overline{9} \ \overline{9} \ \overline{9} \ \overline{9} \ \overline{7} \ \overline{7} \ \overline{7}$

Copy neatly: 10 11 12 13 14 15 16 17 18 19 20.



LESSON XLIII.

Write upon the board:

$$4 + 3 = 7; \quad 5 + 2 = 7; \quad 6 + 1 = 7; \quad \text{etc.}$$

Teach the pupils to read what is written.

Seat-work: Read to the pupils the following:—

$3 + 2 =$	$6 + 3 =$	$8 + 1 =$	$8 + 2 =$
$5 + 6 =$	$8 + 2 =$	$9 + 1 =$	$3 + 7 =$
$7 + 2 =$	$5 + 4 =$	$3 + 2 =$	$4 + 2 =$
$8 + 3 =$	$3 + 4 =$	$4 + 3 =$	$6 + 1 =$
$9 + 1 =$	$7 + 4 =$	$6 + 2 =$	
$7 + 4 =$	$7 + 2 =$	$7 + 4 =$	

But let the pupils copy them upon their tablets in the usual form of pairs for adding, and write the answers.

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20.

LESSON XLIV.

Have the pupils read sums from the board daily.

Change the numbers on the board twice each week, so that the pupil will not learn the order of them and recite by rote.

Copy and write answers to the following:

1	3	1	3	2	3	5	4	5	2	7	1	2	3	4	5	4	3	2	1	6	7	8	9
1	2	4	1	4	3	1	4	3	6	1	8	7	6	5	5	6	7	8	9	5	4	3	2

Write in pairs the numbers that make twelve.



LESSON XLV.

Review sums from the board.

What two numbers make twelve? ten? eleven? nine?

Say, Eight is the sum of two numbers; one is five, name the other.

Seat-work: Write in words the pairs of numbers that make eleven; nine. Write the answer in a full sentence; thus, six and five are eleven.

Copy neatly: 10 11 12 13 14 15 16 17 18 19 20.



LESSON XLVI.

Recite sums from the board for ten minutes each day. Keep up the interest by changes in the order of recitation. Have very few concert exercises, because in such the quicker pupils do all the work.

Seat-work: Write in figures the pairs of numbers that make twelve; eleven; ten; and the answers underneath.

See how quickly each pupil can write the lesson.

Show all the work to the teacher, so that she may see how neatly it is done.

1 2 3 4 5 6 7 8 9 0.



LESSON XLVII.

Rapidity and accuracy in reading sums are gained only by drill. Therefore, drill thoroughly.

There are but forty-five sums of two digits each (of which we have already had two-thirds), and these may, in time, be learned, so that the pupil will read the sum

of two digits in column, thus, $\overset{5}{\underset{7}{}}$, as quickly as when expressed by the written word *twelve* or by 12.

Seat-work: Write quickly the answers to these sums:—

5	6	9	8	3	8	4	5	2	8	9	7	7	7	7	7	6	6	6	6	5	2	6		
7	5	3	4	6	2	5	7	9	3	1	5	6	2	4	3	1	5	3	4	1	2	4	5	1
<hr/>																								

Show your work to the teacher.



LESSON XLVIII.

When a pupil hesitates in giving or writing any sum

of two digits, as $\overset{3}{\underset{8}{}} \overset{5}{\underset{6}{}} \overset{7}{\underset{4}{}} \overset{2}{\underset{9}{}}$, write the pairs of numbers that make such sum (in this case eleven), and have him take them home to look at there. Teach him to see

what two numbers make the sum, until he can read it at sight in any pair of digits that compose it.

Seat-work: Study these carefully, so that you can name the sum of any pair as soon as you look at it. Then copy them and write the answers, and then write the answers under these figures. Make neat figures.

1	2	3	4	8	9	8	5	6	4	5	8	9
9	7	6	5	2	3	4	7	5	8	6	3	2
—	—	—	—	—	—	—	—	—	—	—	—	—

3	5	6	7	8	5	3	4	5	6	5	7	8
9	4	2	4	3	6	9	8	7	4	5	3	2
—	—	—	—	—	—	—	—	—	—	—	—	—



LESSON XLIX.

Recite sums for the board.

Seat-work: Write the answers to these sums:

2	4	1	1	2	3	4	5	6	7	9	8	7	6	5
3	1	1	6	5	4	4	3	2	1	1	2	3	4	5
—	—	—	—	—	—	—	—	—	—	—	—	—	—	—

5	4	3	2	3	4	5	6	2	1	2	3	2	3
6	7	8	9	9	8	7	6	1	5	4	3	2	1
—	—	—	—	—	—	—	—	—	—	—	—	—	—

Now write in column each pair of numbers that make thirteen.

Teacher will ask each pupil what two numbers make thirteen.

Write in figures all the numbers from ten up to and including nineteen. Notice that each of these numbers is written with two figures and has one (1) in the second place.

Let the teacher see if you have written them correctly and neatly.

LESSON L.

The numbers on the board for drill should be varied by inverting the numbers in each sum and changing the positions of the sums. Be sure that there is no reciting by rote.

All the pairs of numbers expressed by single digits, that make sums from two to twelve inclusive, are now on the board. They are the following:

6	7	4	9	2	3	4	5	5	6	7	8	9	4	3	2	1
6	5	8	3	9	8	7	6	5	4	3	2	1	5	6	7	8
—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
7	6	5	4	3	1	1	2	3	5	4	3	1	2	1	1	
1	2	3	4	2	4	6	5	4	1	2	3	3	2	2	1	
—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—

Copy the above on your tablets and write the answers.

NUMBER LESSONS.



LESSON I.

READ sums as rapidly as possible from the board, until all know the sum of any two digits at sight.

Seat-work: Write answers neatly and quickly to the following:

5	8	7	7	8	9	3	4	5	6	6	7	8	9	8	6	7	9	5	9
9	6	7	6	5	4	9	8	7	6	5	4	3	2	7	9	8	6	8	4
3	6	5	7	4	6	7	5	8	6	8	5	4	7	6	9	8	6	5	8
9	7	3	6	8	6	7	9	6	9	7	9	8	5	7	5	4	6	9	6

Copy neatly: 1 2 3 4 5 6 7 8 9 10 11 12 13 14
15 16 17 18 19.

NOTE. Neatness, rapidity, and accuracy must be insisted upon in all seat-work, inasmuch as the manner of doing is quite as important as what the pupils do.



LESSON II.

Write numbers on the board thus:

11	11	11	11	12	12	12	12	12	10
4	9	5	3	6	8	3	7	5	7
10	10	10	10	9	9	9	9	9	9
6	5	8	9	4	6	5	2	1	8

Teach the pupil that the upper number is the sum of two numbers, and the lower is one of those two numbers, and that they are to write the other number under the line. We call this writing the difference of two numbers.

The difference of any two numbers is the number which, added to the smaller, will make the larger.

Seat-work: Copy the above, and write below the line the number which, added to the one just above the line, will make the top number; *i.e.*, add to the smaller to make the larger number.



LESSON III.

See how quickly each pupil can recite from the board all the sums that have been learned.

Seat-work: Write each two numbers in column that make fifteen; fourteen; thirteen; eleven; twelve; nine; ten; seven; five; six; four.

Do this as quickly as possible without making mistakes.

Write each pair of numbers in but one way; thus,

$$\begin{array}{r} 1 \quad 4 \\ \hline \end{array}$$
 or
$$\begin{array}{r} 1 \quad 4 \quad 2 \quad 3 \\ \hline \end{array}$$

 either
$$\begin{array}{r} 4 \\ \hline \end{array}$$
 or
$$\begin{array}{r} 1 \\ \hline \end{array}$$
, but not both
$$\begin{array}{r} 4 \\ \hline \end{array}$$
 and
$$\begin{array}{r} 1 \\ \hline \end{array}$$
;
$$\begin{array}{r} 3 \\ \hline \end{array}$$
 or
$$\begin{array}{r} 2 \\ \hline \end{array}$$
, but not

$$\begin{array}{r} 2 \quad 3 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \text{ and } 2; \text{ etc.} \\ \hline \end{array}$$

Have your figures look as much as possible like these:

1 2 3 4 5 6 7 8 9 0.

Let the teacher see how well you have made them.

Write your name and the date very neatly.

LESSON IV.

What two numbers make nine? fifteen? fourteen? thirteen? twelve? eleven? ten? eight? etc.

Seat-work: Write the answers neatly to

9 8 7 9 8 7 5 5 3 5 6 7 6 8 5 6 4 5 7
 6 5 7 4 6 4 6 9 8 7 5 4 2 3 7 8 8 9 3
 _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _

8 9 3 5 7 8 6 7 9 8 6 7 8 9 6 7 9 8 5
 2 2 6 4 5 3 5 4 4 3 5 6 4 5 6 8 3 5 7
 _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _

Copy: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16
 17 18 19 20.

NOTE. Keep one of the papers of each week, and compare the work often with former work, to show the improvement.



LESSON V.

Recite sums rapidly. Slower pupils should have the larger share of time and attention. Oral exercises should be individual.

What two numbers make twelve? fourteen? thirteen? fifteen? eleven? sixteen?

Seat-work: Copy and write answers to the following:

7 8 5 7 8 7 9 6 5 7 8 9 5 8 6 5 6 7 3 9 3 7 4 8
 9 8 9 6 5 5 4 6 8 7 5 6 9 7 8 7 5 4 8 2 5 2 4 2
 _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _

Try to do all your copying as quickly as you can without making mistakes or bad figures.

LESSON VI.

Who can recite all the numbers we have had in one minute?

Let all who wish try this, and while one is reciting, the rest must see whether any mistakes are made. Any one who is corrected should then take his seat. This will cause pupils to be careful and see before they speak.

The teacher will dictate seat-work. Pupils will write the numbers to be added as quickly as possible.

Pupils copy these: 1 2 3 4 5 6 7 8 9 0.

Do not let them omit date and name.



LESSON VII.

What two numbers make sixteen? fifteen? fourteen? twelve? eleven? ten? nine? eight? seven? etc.

Nine is one part of fourteen; what is the other?

Seat-work: Now we have a new way of writing the numbers. Here are given a number and one part of it. Write the other part under the line.

$$\begin{array}{r}
 11 \ 11 \ 15 \ 15 \ 15 \ 15 \ 14 \ 14 \ 14 \ 14 \ 14 \ 12 \\
 - \quad \underline{9} \quad \underline{8} \quad \underline{8} \quad \underline{6} \quad \underline{7} \quad \underline{9} \quad \underline{8} \quad \underline{7} \quad \underline{9} \quad \underline{6} \quad \underline{5} \quad \underline{4} \\
 \\
 12 \ 12 \ 12 \ 11 \ 11 \ 11 \ 11 \ 11 \ 11 \ 10 \ 10 \ 10 \\
 - \quad \underline{9} \quad \underline{5} \quad \underline{8} \quad \underline{5} \quad \underline{7} \quad \underline{6} \quad \underline{3} \quad \underline{9} \quad \underline{4} \quad \underline{8} \quad \underline{5} \quad \underline{6}
 \end{array}$$

NOTE. Be sure that the pupils understand that they are to write under the line the number which, added to the number immediately above the line, will make the upper number.

The minus sign (−) at the beginning of the line means, “write the differences of every two given numbers.”

LESSON VIII.

Keep on the board all the numbers that have been made, and have each pupil recite a part or all of these sums each day as rapidly as possible. Also give, each day, some oral work like, What two numbers make thirteen? The pupil called upon will tell all the pairs

of numbers that make thirteen; thus: $\begin{array}{ccc} 6 & 8 & 9 \\ 7 & 5 & 4 \end{array}$

Fix in the pupil's mind what two numbers make any sum from two to eighteen.

Seat-work: Write neatly and quickly answers to

3	4	7	9	5	8	1	3	4	6	8	7	6	5	4	3	2	7
5	6	2	4	3	2	9	8	7	5	7	5	6	5	4	3	2	4
<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>
3	5	3	6	3	9	8	5	7	8	3	7	8	9	4	3	5	
8	2	4	2	6	2	3	3	2	1	1	7	6	5	2	7	8	
<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>



LESSON IX.

The following numbers are on the board, and should be recited in one minute.

3	5	1	3	2	4	3	6	1	1	2	3	4	5	6	7	8	9	2	3	4	5
4	2	6	1	2	4	5	2	7	8	7	6	5	5	4	3	2	1	7	8	7	6
<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>
5	6	7	1	2	4	5	6	6	7	4	9	3	1	8	9	6	8	3	2	5	
9	8	7	1	1	9	8	7	6	5	8	3	2	4	8	7	9	7	3	4	1	
<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>

Seat-work: Copy the above and write the answers, and then write the answers to all the printed columns.

LESSON X.

What two numbers make fifteen? sixteen? fourteen? twelve? thirteen? eleven? nine? eight? ten? seven? six? five?

Seat-work: Write in words the two numbers that make twelve; eleven; fourteen.

Teacher will see that each sentence is complete; thus, nine and three are twelve; etc.

Read: $13 - 5 = 8$; $14 - 7 =$; $15 - 8 =$.

Copy: 1 2 3 4 5 6 7 8 9 0.



LESSON XI.

Recite sums from the board each day ten minutes, until all can tell the sum of any two digits at sight.

Seat-work: See how quickly each will write answers to

3	4	5	6	7	8	9	4	5	6	5	4	6	7	3	9	1	2	3	4	5	5	6	7	8
9	8	7	6	7	6	5	9	8	7	3	5	5	4	8	1	9	8	7	6	5	4	3	2	1
—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—

Write each two numbers in columns that make sixteen.



LESSON XII.

Recite sums from the board as rapidly as the pupils can speak. The slower pupils should be oftenest called upon. Give especial help to those who need it.

Put the following on the board:

7	9	5	7	8	6	7	4	3	5	4	8	2
8	6	9	7	6	6	5	8	9	6	7	3	9
<hr/>												
7	5	9	3	1	2	3	4	5	4	5	2	3
4	6	2	8	9	8	7	6	5	4	3	6	7
<hr/>												

Seat-work: Copy neatly: 10 11 12 13 14 15 16 17 18 19 20.

Also copy the sums given above, and write the answers.



LESSON XIII.

Seven is one part of fifteen; Ned, name the other.

Nine is one part of fifteen; name the other, etc. Or say, I will name a sum and one part of it, *i.e.*, one of the two numbers that make it, and the pupil whom I call upon will tell the other number. You say, One part of nine is four; Charlie, name the other part. He says, Five. Then you say, Three; he says, Six, etc.

Teach the pupils to read the following; thus, four less two equals two, etc.:

$$4 - 2 = 2; \quad 3 - 1 = 2; \quad 10 - 5 = 5;$$

$$8 - 3 = 5; \quad 9 - 7 = 2; \quad 9 - 6 = 3.$$

Also let them write out each statement in words.

Now show them that this is the same as saying that four is made up of two numbers, one of which is two; name the other, etc.

Let them copy: 1 2 3 4 5 6 7 8 9 0.

NOTE. Usually, in oral and in written exercises, let the pupils use the formula, four less two are two; not, equals two, etc.

LESSON XIV.

What two numbers make seventeen? fifteen? thirteen? eleven? twelve? nine? eight? seven? ten?

Teacher will name one part, *i.e.*, one of the numbers, and pupil the other.

The difference between two numbers is the number which, added to the smaller, will make the larger; *e.g.*, three is the difference between seven and four, as it is the number which goes with four to make seven.

Read aloud to the pupils the following examples, and let them give the difference in each case:

$$\begin{array}{llll} 14 - 8 = & ; & 14 - 5 = & ; & 13 - 7 = & ; & 13 - 8 = & ; \\ 12 - 7 = & ; & 12 - 8 = & ; & 12 - 4 = & ; & & \text{etc.} \end{array}$$

The larger number is in two parts; the smaller number is one of the parts; name the other.

Seat-work: Write in words what is meant by the above examples, with the answer to each.

Copy: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16
17 18 19 20.

NOTE. Do not give reasons, but see that each pupil knows what is required of him.



LESSON XV.

Recite the sums from the board as quickly as possible.

Let each pupil see how quickly he can recite all sums that have been learned.

Seat-work: Write out in words all the pairs of numbers that make fifteen; seventeen; sixteen. The teacher will see that each pupil writes a full sentence in every case; *e.g.*, eight and seven are fifteen.

Copy neatly:

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16.



LESSON XVI.

Each pupil should recite all the combinations of two digits in one minute.

Continue to recite sums until each pupil knows the sum of any two digits at sight, and until he can recite sums as fast as he reads words from the printed page.

Seat-work:

4	8	3	8	6	4	5	4	9	7	5	7	3	6
9	5	7	2	7	6	5	5	8	6	9	5	7	6
—	—	—	—	—	—	—	—	—	—	—	—	—	—

8	5	7	8	6	7	4	7	5	9	7	8	9
7	3	2	4	6	5	9	6	8	6	8	7	9
—	—	—	—	—	—	—	—	—	—	—	—	—

Make your figures like these.



LESSON XVII.

What two numbers make eighteen? seventeen? sixteen? fourteen? thirteen? ten? eleven? eight? nine? seven? five? six?

Seat-work: Write the two numbers that make eighteen; seventeen; sixteen.

Always write numbers for addition or subtraction one above the other, in columns.

Read, and then write in columns, with answers, the following:

$$\begin{array}{llll}
 7 + 8 = 15; & 9 + 4 = 13; & 8 + 6 = 14; & 11 - 5 = 6; \\
 12 - 7 = 5; & 15 - 6 = 9; & 4 - 1 = 3; & 9 - 0 = 9; \\
 8 - 4 = & ; & 9 - 6 = & ; & 7 - 5 = & ; & 16 - 8 = & ; \\
 17 - 9 = & ; & 18 - 9 = & ; & 14 - 5 = & ; & 6 - 2 = & .
 \end{array}$$

LESSON XVIII.

Nine is one part of fifteen; what is the other?

What is the difference between 13 and 7; *i.e.*, $13 - 7 =$ what?

Continue in the same way with the following:

$$\begin{array}{llllll}
 15 - 6 = & 14 - 8 = & 13 - 5 = & 18 - 9 = & 17 - 8 = & \\
 16 - 7 = & 17 - 9 = & 18 - 8 = & 9 - 2 = & 8 - 0 = &
 \end{array}$$

Seat-work: Write the difference in each example.

$$\begin{array}{cccccccccccccccc}
 13 & 13 & 13 & 13 & 12 & 12 & 12 & 12 & 14 & 14 & 14 & 14 & 14 & 15 \\
 - & 5 & 9 & 8 & 4 & 3 & 7 & 6 & 7 & 9 & 8 & 5 & 6 & 8 & 7 \\
 \hline
 15 & 16 & 16 & 11 & 11 & 11 & 11 & 11 & 10 & 10 & 10 & 10 & 10 & \\
 - & 9 & 5 & 6 & 9 & 8 & 3 & 4 & 5 & 8 & 9 & 7 & 6 & 3 \\
 \hline
 \end{array}$$

The pupil will write below the line, the number which goes with the one above the line to make the upper number.

LESSON XIX.

Keep all the combinations on the board, but often change their places and order.

Point, skipping about. Give the slow pupils most of the time.

Recite sums from the board each day, for ten minutes, until all can tell the sum of two digits at sight.

Seat-work: Copy and write the answers, and then write answers to these printed examples:

9	7	8	9	6	7	8	9	6	7	4	8	6
8	9	8	9	9	6	7	5	8	7	9	5	7
<hr/>												
4	6	3	7	1	2	3	4	4	3	8	1	2
8	6	9	5	8	7	6	5	4	5	0	7	6
<hr/>												



LESSON XX.

Recite sums from the board each day.

Charlie, what two numbers make eighteen?

Call upon other pupils for various numbers making other sums, until each pupil can tell the two numbers of any sum.

Seat-work: Write all the pairs of numbers in column that make eleven; thirteen; fifteen; seventeen; eighteen; sixteen; fourteen.

Write quickly, and make very neat figures.

By what other name are figures called? (Write it.)

How many digits are there? (Write answer.)

Copy neatly: 1 2 3 4 5 6 7 8 9 0.

Show what you have written to the teacher.

LESSON XXI.

What two numbers make nine? ten?

Eight is one part of thirteen; name the other.

Call upon the slower pupils in this way until all can name the other part of any sum after one part is given.

Seat-work: Write the difference between

13	13	13	13	13	13	14	14	14	14	14	15	15
8	6	5	4	9	7	6	8	5	7	9	6	8
—	—	—	—	—	—	—	—	—	—	—	—	—
15	15	16	16	16	18	17	17	12	12	12	12	
7	9	8	7	9	9	8	9	5	9	7	6	
—	—	—	—	—	—	—	—	—	—	—	—	—



LESSON XXII.

Keep on the board all the combinations of two digits; viz.:

1	1	1	2	4	3	3	2	5	1	2	3	7	6	5	4	4	3	2	1	5	6	7
1	2	3	2	1	2	3	4	1	6	5	4	1	2	3	4	5	6	7	8	5	4	3
<hr/>																						
8	9	8	9	2	3	4	5	6	7	8	9	4	5	6	7	8	9	6	7	9	8	
2	1	9	9	9	8	7	6	6	5	4	3	9	8	7	7	6	5	9	8	7	8	
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NOTE. Practise reading these sums daily (*i.e.*, the pupils giving the sum of each pair as you point to it) until all can read them in any order, in one minute.

Seat-work: Copy the above, and write the answers quickly and neatly, and then write answers to the printed examples.

Show the work to the teacher.

LESSON XXIII.

What two numbers make eight? nine? ten? eleven?
Teacher name one part and the pupil the other.

Seat-work: See how quickly you can write the answers to

9	6	7	6	3	4	5	9	8	7	9	8	7	9	6	7	8	7	8	6	8	4	5
7	8	5	7	9	7	4	3	5	6	5	8	9	9	7	8	6	9	7	5	1	7	8
—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
7	5	4	3	2	7	5	7	6	8	3	6	5	8	7	5	7	3	4	6	9	7	
6	3	4	9	8	3	2	1	3	5	8	6	9	6	9	5	4	2	1	4	0	2	
—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—

NOTE. Call the pupils' attention to the fact that examples in columns are always to be added, unless the sign "—" precedes.



LESSON XXIV.

Rapid reading of sums will quicken the sight, and thus prepare pupils for reading words as well as for ciphering.

Secure rapidity and accuracy from each pupil.

Seat-work: Write above the following sums the pair of numbers that make each sum :

—	—	—	—	—	—	—	—	—	—	—	—
13	13	13	12	12	12	14	14	15	15	17	18
—	—	—	—	—	—	—	—	—	—	—	—
16	16	11	11	11	11	10	10	10	10	10	

Copy the following:

1 2 3 4 5 6 7 8 9 10 11 12 13 14.

LESSON XXV.

When pupils recite in concert, have them speak low and pleasantly. Do not allow the sharp, high voice. Caution them, "softly, softly," until the right tone is secured.

Seat-work :

3	5	4	3	2	3	7	9	3	7	5	7	9	8	7	8	6	4
8	9	6	4	1	6	5	4	8	6	9	8	7	8	9	9	5	7
—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
3	5	7	6	7	5	6	2	9	8	3	3	7	1	5	4	6	1
8	4	1	3	2	3	4	7	5	4	9	3	0	8	3	4	2	9
—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—

Copy neatly: 1 2 3 4 5 6 7 8 9 0.



LESSON XXVI.

Pupils should recite in one minute the following sums :

1	2	1	1	2	3	3	2	5	5	6	7	8	1	4	2	4	3	2	1	9	2
1	2	3	6	5	4	3	4	1	4	3	2	1	2	1	3	4	5	6	7	9	9
—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
3	4	5	8	9	8	7	6	5	9	4	5	6	8	4	7	8	5	8	9	8	7
8	7	6	9	1	2	3	4	5	3	8	7	7	5	9	7	6	9	7	6	8	9
—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—

Seat-work : Copy the above, and write the answers.

LESSON XXVII.

Seven is one part of thirteen; name the other part, etc.

What is the difference between eleven and seven? between eleven and five?

Pupils read from the board the following:

$$\begin{array}{llll}
 9 - 4 = & ; & 7 - 3 = & ; & 6 - 2 = & ; & 12 - 8 = & ; \\
 13 - 7 = & ; & 14 - 5 = & ; & 18 - 9 = & ; & 17 - 8 = & . \\
 16 - 7 = & ; & 14 - 6 = & ; & 15 - 9 = & ; \\
 13 - 6 = & ; & 11 - 5 = & ; & 12 - 3 = & ;
 \end{array}$$

Seat-work: Write the above in proper order, the smaller number of each example below the other, and then write the answers under each example.



LESSON XXVIII.

See how quickly your pupils can recite the forty-five combinations from the board. Let as many as you have time, try each day, but be sure that all try, and make the best possible time.

Seat-work: See how quickly each can write answers to

5	6	8	7	9	8	4	3	5	6	7	8	7	9	8	6	7	9	8	5	4	3	4	3	5
5	7	3	4	3	5	6	7	5	3	5	9	6	5	7	9	8	9	8	9	8	5	4	6	7
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4	1	9	7	3	4	5	3	2	3	1	2	3	4	7	8	7	5	4	8	7	9	8	7	6
3	6	1	1	9	8	2	4	1	4	3	2	3	4	5	6	8	9	7	3	6	7	8	7	6
<hr/>																								

Copy neatly:

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15.

NOTE. The teacher will not omit to carefully examine the written work of each pupil, and commend when possible.



LESSON XXIX.

Change the order of each column on the board, and invert the numbers of each pair of digits twice each week.

Recite from right to left, and from left to right; also by skipping about.

Seat-work: Write answers to

1	5	3	2	3	7	3	5	7	6	9	8	3	5	6	7	8	9	7	8	4	3	7	6
3	2	4	1	6	1	8	5	2	4	2	4	7	4	5	5	6	4	7	5	6	3	8	9

9	9	5	4	3	4	2	9	9	7	6	4	5	8	3	4	3	8	3	7	4	8	5	7
8	9	3	7	5	9	8	4	8	6	5	3	1	0	9	0	2	5	4	6	9	4	9	9

Copy neatly:

1 2 3 4 5 6 7 8 9 10 15 16 17 18 19.



LESSON XXX.

Pupils must know the sum of any two digits at sight, as they know a word without spelling. Continue the drill of reading sums until each pupil answers instantly.

Also see that the pupils can *write* the correct answers without hesitation.

Seat-work: Write answers to the following as quickly as possible:

4	8	6	5	9	7	1	6	3	7	4	5	3	4	8	1	3	5	7	9	8	9	7	5	7
1	3	7	8	3	4	9	4	8	5	6	5	5	3	2	9	7	4	1	5	6	8	9	9	6
—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—

5	4	3	4	1	5	3	9	7	1	4	7	8	9	8	4	8	5	7	3	7	9	8	9
8	9	2	3	6	2	3	8	9	3	2	1	5	6	7	9	6	4	2	8	4	7	6	9
—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—

Copy neatly:

1 2 3 4 5 6 7 8 9 10 12 14 16 18.



LESSON XXXI.

Pupils must know what two digits make any sum, from two to eighteen, in order to subtract readily.

What two numbers make fifteen? fourteen? thirteen? eighteen? nine? eleven? thirteen? sixteen? eight? seven? etc.

Ask each pupil such questions, and require *all* the numbers that make any sum, in answer.

Seat-work: Write the differences below the lines.

15	15	15	15	15	14	14	14	14	14	13	13
— 8	7	9	6	0	6	9	8	5	7	5	4
—	—	—	—	—	—	—	—	—	—	—	—

13	13	11	11	11	11	11	11	9	9	9
— 6	7	8	5	7	4	9	3	5	7	3
—	—	—	—	—	—	—	—	—	—	—

Copy:

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18.

LESSON XXXII.

Read sums rapidly from the board each day. That is, as the teacher points, the pupils will tell the sum of any two numbers.

Seat-work: Copy in columns, and write the answers to

$4 + 3;$	$5 + 2;$	$7 + 4;$	$6 + 1;$	$5 + 4;$
$7 + 8;$	$9 + 6;$	$7 + 9;$	$8 + 6;$	$7 + 7;$
$3 + 9;$	$5 + 7;$	$6 + 3;$	$2 + 7;$	$9 + 3;$
$5 + 8;$	$7 + 7;$	$4 + 9;$	$8 + 5;$	$7 + 6.$

Make your figures small and neat, as much like the examples as possible.



LESSON XXXIII.

Nine is made of two numbers; one is three; name the other.

Go through the class naming numbers below eighteen until each pupil instantly responds. Vary the form of the problem as much as possible, but be careful that the pupils understand what is required.

Seat-work: In the following cases write the remainders:

13	14	15	16	17	16	13	12	13	11	11	11
— 5	— 7	— 8	— 9	— 8	— 5	— 7	— 8	— 4	— 7	— 8	— 5

$$\begin{array}{r}
 18 \ 17 \ 14 \ 15 \ 16 \ 9 \ 8 \ 7 \ 6 \ 3 \ 5 \ 4 \\
 - 9 \ 9 \ 6 \ 7 \ 8 \ 3 \ 5 \ 4 \ 2 \ 1 \ 2 \ 1 \\
 \hline
 9 \ 8 \ 7 \ 5 \ 6 \ 7 \ 9 \ 10 \ 10 \ 10 \ 10 \\
 - 4 \ 3 \ 2 \ 3 \ 1 \ 3 \ 2 \ 3 \ 4 \ 7 \ 8 \\
 \hline
 \end{array}$$

If you have seven pears in a basket, and take out three, how many will be left in the basket?

NOTE. Tell the pupils that the remainder is the difference between the two numbers.



LESSON XXXIV.

Keep up the interest of pupils by making frequent changes in the method of reciting. Give the slower pupils most attention and time for practice.

Seat-work: Write in words all the pairs of numbers that make seven; nine; fifteen.

Copy neatly, and as much as possible like them, the following figures:

1 2 3 4 5 6 7 8 9 0 10
 11 12 13 14 15 16 17 18 19 20

Show them to the teacher.



LESSON XXXV.

Who else, who have not already done so, can recite all the sums on the board in one minute?

Teacher will keep a list of all who can do this correctly. As often as once in two weeks let the pupils try to improve their record.

Seat-work: Write very quickly, but correctly, the answers to the following:

3	4	1	7	3	6	3	4	3	6	5	4	9	5	6	4	2	6	3	9	7	7	8
5	2	5	2	4	1	3	5	8	7	2	8	3	7	6	3	5	1	8	4	6	5	9
—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—

7	9	8	9	6	5	3	4	3	2	3	5	5	6	3	5	4	3	6	3	7	8	4
6	9	8	7	9	8	9	8	5	4	2	4	6	4	7	3	9	2	6	8	3	2	6
—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—

Try each time to make better figures.



LESSON XXXVI.

Change the order, and also invert the numbers of each pair on the board every week.

Be sure to keep on the board all the combinations of two digits for practice in sum-reading.

Seat-work: Write above the line in each case the pairs of numbers that make the following sums:

—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
6	6	6	8	8	8	9	9	9	9	11	11	11	12									
—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
12	8	13	15	15	17	17	18	7	7	7	5	5	8									

The teacher will see that both rapidity and accuracy are secured.

Copy:

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

LESSON XXXVII.

Mary, what two numbers make fifteen?

Go through the class in this way.

Eight is one part of ten; what is the other?

Give this work with life, and get rapid answers.

Seat-work: Write quickly the differences in the following cases:

$$\begin{array}{r} 12 \ 13 \ 8 \ 8 \ 8 \ 8 \ 9 \ 9 \ 9 \ 9 \ 10 \ 10 \ 10 \ 10 \ 10 \ 11 \ 11 \\ - \ 5 \ 4 \ 3 \ 2 \ 5 \ 7 \ 3 \ 2 \ 7 \ 6 \ 5 \ 8 \ 3 \ 9 \ 6 \ 5 \ 7 \\ \hline \end{array}$$

$$\begin{array}{r} 11 \ 11 \ 13 \ 13 \ 13 \ 9 \ 8 \ 5 \ 6 \ 6 \ 7 \ 8 \ 9 \ 6 \ 18 \ 17 \\ - \ 6 \ 8 \ 7 \ 6 \ 9 \ 5 \ 1 \ 2 \ 3 \ 2 \ 1 \ 0 \ 5 \ 2 \ 9 \ 8 \\ \hline \end{array}$$

NOTE. Let the pupils compare their work on Lesson No. 1 with that of No. 50.



LESSON XXXVIII.

Write all the combinations of two digits each that make sums from two to thirteen, and keep them on the board, thus:

$$\begin{array}{r} 1 \ 2 \ 3 \ 1 \ 1 \ 2 \ 3 \ 2 \ 1 \ 1 \ 2 \ 3 \ 9 \ 8 \ 7 \ 4 \ 5 \ 6 \\ 1 \ 1 \ 2 \ 4 \ 3 \ 2 \ 3 \ 4 \ 5 \ 6 \ 5 \ 4 \ 4 \ 5 \ 6 \ 4 \ 3 \ 2 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \ 3 \ 4 \ 5 \ 6 \ 8 \ 7 \ 6 \ 5 \ 2 \ 3 \ 4 \ 5 \ 5 \ 4 \ 3 \ 2 \ 1 \\ 1 \ 9 \ 8 \ 7 \ 6 \ 1 \ 2 \ 3 \ 4 \ 9 \ 8 \ 7 \ 6 \ 5 \ 6 \ 7 \ 8 \ 9 \\ \hline \end{array}$$

Recite these sums daily for ten minutes.

Seat-work: Copy the above on the blocks, and write the answers. Study carefully the numbers that make each sum.

NOTE. The teacher will change the position of the combinations with respect to each other, and also invert the numbers to each, once or twice a week.



LESSON XXXIX.

What two numbers make eleven, Peter?

What two numbers make twelve, Nettie?

What two numbers make thirteen, Paul?

Have each pupil tell what two numbers make any sum that has been learned.

Seat-work: Study the following from left to right and from right to left. That is, see what two figures make each sum, beginning at the right hand and then beginning at the left hand.

2	3	4	5	6	7	8	9	6	5	4	9	8	7
9	8	7	6	6	5	4	3	7	8	9	5	6	7
—	—	—	—	—	—	—	—	—	—	—	—	—	—

Copy the above, and write the answers.

NOTE. See that the pupils understand what is required of them, but do not give the reasons.

Have each pupil write the date and his name each day.



LESSON XL.

Keep on the board all the numbers that have been learned, and have each pupil tell the sum of any two numbers as you point to them. Skip about in pointing so that the pupil must see each sum, and not recite by rote.

Two numbers written thus, $\overset{4}{5}$, are called a sum, and the answer is called the sum, or their sum.

When reciting sums, the pupils must tell the sum $\overset{4}{6}$ in one word; thus, $\overset{4}{6}$, ten, without naming either of the figures in column.

Seat-work: Write all the pairs of numbers that make ten; eleven; twelve; thirteen; fourteen. Write the answers underneath.

Make your figures like these:

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15



LESSON XLI.

Ask such questions as, Seven is made up of two numbers, one is four, what is the other? One is five, what is the other? Ten is made up of two numbers. I will name one of the numbers and you name the other; *e.g.*:

Teacher then says 6, and the pupil says 4;

Teacher then says 5, and the pupil says 5;

Teacher then says 7, and the pupil says 3;

Teacher then says 2, and the pupil says 8;

Teacher then says 9, and the pupil says 1.

Give daily drill in reading sums from the board, and some such oral work as the above in addition to it.

Seat-work: Copy the following, and write the answers:

1	2	3	4	5	6	7	8	5	4	3	2	1	9
7	6	5	4	4	3	2	1	5	6	7	8	9	2
8	7	6	6	5	4	3	4	5	6	7	8	9	
3	4	5	6	7	8	9	9	8	7	7	6	5	

LESSON XLII.

Have each pupil read sums (*i.e.*, tell the sum of any two digits) as you point to them on the board. Skip about, and point as rapidly as the pupil can answer.

What two numbers make fourteen, Paul?

What two numbers make thirteen, Pauline?

What two numbers make eleven, Robert?

Name the pupil who is to recite after you state the sum, so that all must give their attention.

Seat-work: Read the following, and then write them out in words, thus: Four plus three equals seven.

$4 + 3 = 7$; $5 + 4 = 9$; $7 + 5 = 12$; $9 + 4 = 13$;
 $7 + 6 = 13$; $6 + 4 = 10$; $5 + 5 = 10$; $3 + 3 = 6$; etc.



LESSON XLIII.

Be sure that every pupil knows the value of each figure used. Should a pupil come in who has not had proper instruction with marks or objects, show him by marks how numbers represent things, thus:

$$\begin{array}{l} 1111 = 4 \\ 111 = 3 \end{array} \} = 7, \quad \begin{array}{l} 11111 = 5 \\ 11111 = 5 \end{array} \} = 10.$$

Show him that the marks are not numbers, but that we count them thus: One, two, three, four; and then say there are four marks. Then, as an easy way of stating the number four, we write the digit 4. The digit does not represent four things, but only a number, four.

Seat-work : Write answers to the following :

5	3	6	7	4	7	8	3	4	6	4	5	2	3	6	7	8	7	2	4	5	6
4	7	5	3	9	7	6	9	7	3	7	8	9	5	6	5	0	5	8	6	5	6
—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—



LESSON XLIV.

Six is one part of fourteen ; name the other part, George.

Seven is one part of fourteen ; name the other part, Nancy. Or say : I will name one part of twelve ; Samuel name the other part. Teacher says five ; Samuel says seven. The teacher will perceive the advantage of saying the same thing in as many ways as possible, but must always see that the pupil understands what is required of him. Take each pupil by himself, else the quick of thought will do all the work.

Seat-work : Write all the pairs of numbers that make ten ; eleven ; twelve ; thirteen ; fourteen ; fifteen.

Copy neatly :

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

NOTE. The teacher will see that all seat-work is done neatly and promptly. In order that right habits in these respects may be formed, much of the teacher's time will be required in showing pupils how to do their work.



LESSON XLV.

See how quickly the pupils can recite from the board all the sums they have learned.

Seat-work : Add quickly, and write answers to the following:

$$\begin{array}{r} 5\ 7\ 6\ 9\ 3\ 8\ 9\ 7\ 8\ 4\ 6\ 3\ 9\ 7\ 4\ 6\ 7\ 5\ 4 \\ 8\ 0\ 5\ 4\ 7\ 6\ 3\ 7\ 5\ 7\ 5\ 8\ 5\ 6\ 8\ 6\ 3\ 5\ 7 \\ \hline \end{array}$$

$$\begin{array}{r} 8\ 3\ 7\ 3\ 5\ 4\ 8\ 3\ 6\ 8\ 3\ 4\ 9\ 3\ 4\ 6\ 8\ 5\ 7 \\ 5\ 9\ 4\ 9\ 6\ 7\ 5\ 9\ 6\ 1\ 5\ 7\ 2\ 9\ 8\ 6\ 0\ 9\ 7 \\ \hline \end{array}$$

NOTE. The pupils should write the sum instantly, as they have been taught to recite it; *i.e.*, they should know the sum of any two digits as they know a word, or as they know any single number by its form, and not think or name either of the digits in the column.



LESSON XLVI.

Say to the pupils 12 is made of two numbers, one is 8; name the other. The same example may be written 12 less 8 are how many? or $12 - 8 = ?$ In all such examples teach the pupils to add a number to the smaller which will make the larger number. The better way to write examples for practice in subtraction is to write the less under the greater, thus:

$$\begin{array}{r} 13\ 9\ 8\ 7\ 5\ 3\ 4\ 5\ 14\ 15 \\ -7\ 4\ 3\ 4\ 2\ 1\ 0\ 2\ 7\ 6 \\ \hline \end{array}$$

$$\begin{array}{r} 15\ 15\ 14\ 14\ 13\ 13\ 12\ 12\ 12 \\ -8\ 9\ 6\ 9\ 8\ 5\ 6\ 7\ 4 \\ \hline \end{array}$$

Write such numbers on the board, and have each pupil tell what number goes with the smaller number to make the larger.

Since the pupils know what two numbers make any sum, they will tell instantly what to add to the smaller

to make the larger. The smaller number is one part of the larger, and they are to name the other part.

Seat-work: Copy the numbers, and write their differences, and then write the answers to these examples.



LESSON XLVII.

See how quickly each pupil will recite the sums of all the numbers that have been learned.

Seat-work: Write the two numbers that make seventeen; sixteen; fifteen; fourteen; thirteen.

Copy:

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

NOTE. Pupils should be taught to work quickly and neatly. Much attention should therefore be paid to all seat-work. Do not give seat-work just to get rid of care. Good habits are most important, and are the result of constant care.



LESSON XLVIII.

Nine is one part of sixteen; name the other part.

Go through all the numbers in this way, until each pupil can tell the difference between any two numbers.

NOTE. Write such examples as the above on the board, and have the pupil name the difference between the two numbers as you point to each example.

Seat-work: Four is one part of eight; write the other part, which is the difference between four and eight, below the line.

$$\begin{array}{r}
 8 \ 8 \ 8 \ 8 \ 7 \ 7 \ 7 \ 7 \ 6 \ 6 \ 6 \ 6 \ 5 \ 5 \ 5 \\
 - 4 \ 5 \ 2 \ 6 \ 3 \ 2 \ 4 \ 5 \ 0 \ 3 \ 4 \ 5 \ 3 \ 4 \ 2 \\
 \hline
 \end{array}$$

$$\begin{array}{r}
 13 \ 13 \ 13 \ 13 \ 13 \ 12 \ 12 \ 12 \ 11 \ 11 \ 11 \\
 - 5 \ 8 \ 7 \ 6 \ 4 \ 7 \ 6 \ 4 \ 3 \ 9 \ 8 \\
 \hline
 \end{array}$$

$$\begin{array}{r}
 11 \ 11 \ 10 \ 10 \ 10 \ 10 \ 10 \ 15 \ 15 \ 16 \ 16 \\
 - 5 \ 7 \ 7 \ 6 \ 4 \ 5 \ 9 \ 6 \ 7 \ 8 \ 7 \\
 \hline
 \end{array}$$



LESSON XLIX.

Recite sums from the board ten minutes each day.

When any lesson does not contain this or a similar statement, it is to be taken for granted that it is because it has been said often enough to form the habit indicated by it. These recitations should be considered the most important of all number-work, until the pupil knows the sum of any two digits as familiarly as he knows the word *boy* or *and* at sight, and without spelling.

Let the teacher say: I will name one part of thirteen; Ned may name the other part. Say six; Ned says seven; etc.

Practise in this way until each pupil will name the other part of any sum as soon as one part of it is given.

Seat-work: Write all the pairs of numbers (one number of each pair above the other) that make nine; ten; eleven; twelve; fourteen; fifteen. Also write the answers.

Copy:

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19

LESSON L.

In small classes, as in ungraded schools, less time should be given to board and oral exercises, and more to seat-work. When insufficient seat-work is provided in a lesson, the teacher will dictate additional examples, but will do well to confine them to ground already gone over.

Seat-work: See how quickly and neatly each scholar will copy and write answers to the following:

[illegible]



NUMBER LESSONS.



LESSON I.

KEEP on the board all the following combinations, and have the pupils recite them every day until the whole class can recite all the sums in a minute or a minute and a quarter.

1	2	1	2	1	2	3	4	5	3	2	1	7	9	1	2	3	4	5	6	7	8
1	2	3	1	4	3	3	2	1	4	5	6	8	6	7	6	5	4	4	3	2	1
—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
1	2	3	4	5	5	4	3	2	9	8	7	6	4	5	9	8	7	9	7	6	9
9	8	7	6	5	6	7	8	9	3	4	5	6	9	8	7	8	9	9	7	8	5
—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—

Seat-work: Copy the above and write the answers, and always write the answers to these printed examples. See how quickly and neatly each will do it.

NOTE. The teacher will see that the date and name of pupil are written every day.



LESSON II.

Have the pupils recite the sums every day for ten minutes, until each pupil can tell the sum of any two numbers at sight.

Change the position on the board of each pair of numbers twice a week. At the same time invert the numbers in each pair; *i.e.*, change $\overset{3}{4}$ to $\overset{4}{3}$, etc., so as to give both forms of every sum.

For practice in reading sums, or adding, always write in columns; thus, $\overset{5}{4} \overset{3}{8}$, etc.

Have the pupil tell the sum in one word; *e.g.*, for each of these, $\overset{6}{1} \overset{4}{3} \overset{2}{5}$, he will say, seven. He must not name either digit.

Seat-work: Copy and write answers to

3	5	1	8	4	3	8	9	7	8	6	7	3	4	5	6	8	6	5	4	5
4	2	7	3	5	7	2	9	9	8	9	8	9	8	7	6	7	7	8	9	6
4	3	2	1	2	3	4	5	6	7	8	9	4	3	2	1	1	2	3	4	
7	8	9	8	7	6	5	5	4	3	2	1	5	6	7	8	7	6	5	4	



LESSON III.

Call upon each pupil to recite sums from the board as often as every other day, and, if possible, every day. Point, skipping about, so that the pupil must see the sum. Be careful to change the order of reciting with each change of pupil.

If the attention of any pupil wanders, call upon him to recite, and thus keep the class on the alert.

On some days have each pupil recite four sums as you point to them. On other days each will recite till you say, "Next." Make some little change like this every day, to secure closer attention and to keep up the interest.

Seat-work: Write all the pairs of numbers that make ten; eleven; twelve; thirteen; fourteen; fifteen; sixteen; seventeen; and eighteen. Also write the answers. See how neatly and quickly each pupil can do this.



LESSON IV.

Keep on the board all the combinations of two digits, and practise reading the sums until each pupil can tell the sum of any two numbers at sight.

Have the pupils tell the sum in one word; *i.e.*, for
 $\begin{array}{r} 7 \\ 3 \\ \hline \end{array}$ say, ten.

Seat-work: Copy the following, and write the answers:

1	2	1	2	3	4	5	3	2	1	1	2	3	4	1	2	3	4	9	8	7
1	1	4	3	3	2	1	4	5	6	7	6	5	4	8	7	6	5	1	2	3
<hr/>																				
6	5	4	3	4	5	6	5	4	3	4	5	6	7	8	9	6	7	8	9	
4	5	9	8	7	6	6	7	8	9	9	8	7	7	6	5	9	8	9	8	



LESSON V.

Practise reading sums each day with individual pupils until all can tell any sum at sight. Give the slower pupils the most time and attention. Point, skipping about, so that the pupils must see the sum in each case.

Seat-work: Write all the pairs of numbers (one number of each pair over the other) that will make

ten; twelve; nine; eight; thirteen; fifteen; eleven.
Write the answer underneath each pair.

What are these figures sometimes called?

Copy as neatly as you can: 1 2 3 4 5 6 7 8 9 0.

Do not forget date and name.

LESSON VI.

What two numbers make ten?

What two numbers make eleven?

What two numbers make eight?

What two numbers make five? etc.

Have each pupil tell what two numbers make any sum you name.

Teacher will name one part of a sum, and some pupil the other; *e.g.*, Nine is one part of fifteen; what is the other?

Seat-work: Write the differences, *i.e.*, write below the line the number which, added to the one just above the line, will make the upper number:

12	12	12	13	13	13	13	11	11	11	11	11	10				
— 7	— 8	— 9	— 6	— 7	— 5	— 9	— 7	— 5	— 6	— 9	— 8	— 4				
10	10	10	9	9	9	9	8	8	8	8	7	7	7	6	6	6
— 7	— 8	— 5	— 4	— 3	— 5	— 0	— 3	— 2	— 5	— 4	— 3	— 5	— 6	— 3	— 5	— 4

LESSON VII.

Read sums daily from the board, and give the slow pupils most of the time. Skip about as you point, so that the pupil must see the sum.

Read the following sums, supplying the answers:

$$\begin{array}{llll}
 9 + 4 = ; & 8 + 3 = ; & 6 + 9 = ; & 9 + 5 = ; \\
 9 + 5 = ; & 7 + 4 = ; & 5 + 4 = ; & 5 + 6 = ; \\
 9 + 2 = ; & 8 + 5 = ; & 9 + 0 = ; & 6 + 3 = ; \\
 3 + 3 = ; & 8 + 4 = ; & 7 + 8 = ; & 6 + 8 = ; \\
 8 + 4 = ; & 9 + 3 = ; & 9 + 9 = ; & 7 + 9 = ; \\
 7 + 6 = ; & 8 + 1 = ; & 2 + 8 = ; & 4 + 9 = ; \\
 3 + 2 = ; & 4 + 3 = ; & 5 + 2 = ; & 6 + 3 = .
 \end{array}$$

Seat-work: Write the above examples in columns, with the answers. (Also write the answers to them as they stand.) Make good figures.



LESSON VIII.

See how quickly each can recite all the numbers on the board.

Once every week, at the least, change the order of the combinations; also invert the numbers of each pair;

thus, $\overset{3}{7}$ to $\overset{7}{3}$.

Skip in pointing. Sometimes begin at the left hand, and other times at the right.

Occasionally let the pupil point as he recites, but have him do it as quickly as possible.

Seat-work: Copy in columns, with answers:

$$\begin{array}{llll}
 9 + 3 = ; & 9 + 9 = ; & 7 + 4 = ; & 3 + 9 = ; \\
 7 + 3 = ; & 5 + 4 = ; & 9 + 5 = ; & 6 + 7 = ; \\
 9 + 8 = ; & 9 + 1 = ; & 5 + 2 = ; & 8 + 4 = ; \\
 8 + 1 = ; & 8 + 7 = ; & 8 + 3 = ; & 7 + 9 = ; \\
 8 + 2 = ; & 7 + 6 = ; & 13 - 8 = ; & 12 - 9 = ; \\
 & & 11 - 4 = .
 \end{array}$$

LESSON IX.

What two numbers make thirteen?

What two numbers make fourteen? etc.

Eight is one part of fourteen; name the other part.

Teacher will name each of the digits as a part of fourteen, and then take other sums in the same way, until, as soon as one part of any sum from two to eighteen is given, the pupils can instantly name the other.

Seat-work: Copy in columns, and write the remainders; also fill out the following examples:

$$\begin{array}{llll}
 14 - 6 = ; & 4 - 3 = ; & 10 - 3 = ; & 14 - 7 = ; \\
 12 - 8 = ; & 10 - 5 = ; & 15 - 6 = ; & 15 - 7 = ; \\
 5 - 2 = ; & 13 - 0 = ; & 15 - 9 = ; & 8 - 3 = ; \\
 14 - 8 = ; & 8 - 5 = ; & 17 - 8 = ; & 11 - 6 = ; \\
 14 - 7 = ; & 13 - 8 = ; & 9 - 2 = ; & 13 - 4 = ; \\
 15 - 7 = ; & 18 - 9 = ; & 17 - 8 = ; & 13 - 5 = ; \\
 & 16 - 7 = ; & 11 - 9 = . &
 \end{array}$$

Copy neatly the following figures:

10 11 12 13 14 15 16 17 18 19 20.



LESSON X.

Let each pupil see how quickly he can recite all the pairs of digits that make sums from two to eighteen.

Seat-work: Write out in words all the pairs of numbers that make five; six; three; seven; thus, Three and two are five.

Copy, with great care as to size and neatness, the following figures:

1 2 3 4 5 6 7 8 9 0 11 12 13 14 15 16 17 18 19 20.

Let the teacher see all written work.

Always write the date and sign your name to the lesson.



LESSON XI.

Read sums from the board for ten minutes each day, except when you have subtraction. On the latter occasions read differences.

Write the following on the board for rapid work, and require the pupils to give the difference in each case in

one word; thus, $-\overset{7}{2}$, five.

$$\begin{array}{r} 14 \ 15 \ 14 \ 16 \ 11 \ 11 \ 11 \ 12 \ 12 \ 12 \ 12 \ 11 \ 9 \\ - \ 9 \ 7 \ 8 \ 5 \ 3 \ 7 \ 9 \ 5 \ 7 \ 4 \ 3 \ 8 \ 4 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \ 9 \ 9 \ 8 \ 8 \ 8 \ 8 \ 5 \ 4 \ 16 \ 15 \ 15 \ 14 \ 8 \ 13 \\ - \ 3 \ 5 \ 2 \ 4 \ 3 \ 2 \ 7 \ 1 \ 0 \ 8 \ 6 \ 9 \ 5 \ 5 \ 7 \\ \hline \end{array}$$

$$\begin{array}{r} 13 \ 13 \ 13 \ 7 \ 7 \ 7 \ 7 \ 7 \ 7 \ 7 \ 8 \ 9 \ 11 \ 6 \ 5 \ 4 \\ - \ 6 \ 9 \ 5 \ 3 \ 2 \ 5 \ 3 \ 1 \ 0 \ 6 \ 3 \ 5 \ 4 \ 2 \ 1 \ 3 \\ \hline \end{array}$$

Seat-work: Fill out the answers to the above.

Copy neatly: 10 11 12 13 14 15 16 17 18 19 20.

NOTE. When the difference of two numbers is required, teach the pupil to add to the smaller number one that will make the larger.

LESSON XII.

See how quickly all can recite the combinations of the digits.

Take each pupil in turn, and stop the one reciting as soon as another corrects him, and pass to the next.

Seat-work: Write two numbers, one over the other, that will make the following sums:

11	11	11	11	10	10	10	10	9	9	9	9	18	17	16
16	16	15	15	12	12	12	12	13	13	13	14	14	14	14

Write all the numbers from ten to twenty.

LESSON XIII.

Have concert-work a few minutes each week, but always caution, "softly," until a low and pleasant voice is secured. Call upon the slower pupils most frequently. Strive for rapidity and accuracy.

See that each pupil knows that $13 - 6$ is seven, just as he knows that *a-n-d* are "and" without spelling.

Seat-work: Copy in columns, with answers:

$11 - 5 =$;	$15 - 8 =$;	$9 - 9 =$;	$6 - 3 =$;
$12 - 7 =$;	$13 - 5 =$;	$8 - 0 =$;	$4 - 1 =$;
$13 - 4 =$;	$9 - 3 =$;	$5 - 1 =$;	$5 - 0 =$;
$17 - 8 =$;	$10 - 7 =$;	$9 - 4 =$;	$8 - 2 =$;
$15 - 9 =$;	$11 - 6 =$;	$8 - 3 =$;	$7 - 4 =$;
$14 - 6 =$;	$12 - 4 =$;	$10 - 4 =$.		

Do not forget to write the date and your name on the lesson-block.



LESSON XIV.

Change the order of the combinations on the board each week, and at the same time invert the numbers of each pair of digits. Read sums rapidly ten minutes each day.

What two numbers make fourteen? thirteen? fifteen? seventeen? etc.

Seat-work: Write in words all the pairs of numbers that make eleven; nine; eight; thus, Six and five are eleven.

Copy the following as neatly and quickly as possible:

10 11 12 13 14 15 16 17 18 19 20.



LESSON XV.

The sum-reading is of most importance, because addition is most frequently used in mathematical calculations. The teacher will therefore keep up rapid and accurate sum-reading, so as to gain the greatest possible proficiency therein. Sum-reading is to be a part of each lesson almost without exception.

Seat-work: Write in columns, with answers, and then fill out the answers in the following sums:

$4 + 8 =$; $8 - 6 =$; $3 + 5 =$; $12 + 9 =$;
 $7 + 9 =$; $8 - 1 =$; $7 - 4 =$; $15 - 8 =$;

$$\begin{array}{llll} 8 - 3 = ; & 6 + 8 = ; & 7 + 8 = ; & 8 - 5 = ; \\ 5 + 7 = ; & 5 - 4 = ; & 9 + 7 = ; & 6 + 9 = ; \\ 8 - 5 = ; & 4 + 9 = ; & 6 + 7 = ; & 7 + 0 = . \end{array}$$

Make neat and pretty figures.

Show the work to the teacher.



LESSON XVI.

Keep up the board-drill until each pupil can recite the forty-five combinations in one minute.

Seat-work: Write in words all the pairs of numbers that make twelve, thirteen, and fourteen.

Copy neatly: 10 11 12 13 14 15 16 17 18 19 20.

NOTE. Do not have a written exercise immediately follow an oral one on the same subject; neither should one written lesson follow another. Give short lessons, with frequent change of subjects, and study to make each lesson as interesting and enthusiastic as possible.



LESSON XVII.

Nine is one part of fifteen; name the other.

Seven is one part of twelve; etc.

Take other numbers, and go through the class in this way.

In all subtraction the larger number given is the sum of the smaller and some other number; *i.e.*, the smaller number is one part of the larger, and the difference or answer is the other part.

Require answers to the following:

$$\begin{array}{r} 14 \ 14 \ 14 \ 14 \ 14 \ 15 \ 15 \ 13 \ 13 \ 13 \ 12 \ 12 \\ - \ 5 \ 8 \ 7 \ 6 \ 5 \ 8 \ 9 \ 7 \ 5 \ 9 \ 5 \ 8 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \ 12 \ 12 \ 9 \ 9 \ 9 \ 9 \ 9 \ 9 \ 8 \ 8 \ 8 \ 8 \ 8 \ 7 \ 7 \\ - \ 7 \ 3 \ 4 \ 4 \ 3 \ 2 \ 0 \ 5 \ 7 \ 3 \ 4 \ 2 \ 6 \ 5 \ 4 \ 2 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \ 7 \ 7 \ 3 \ 5 \ 4 \ 6 \ 6 \ 6 \ 6 \ 15 \ 15 \ 16 \ 16 \ 18 \\ - \ 6 \ 0 \ 5 \ 1 \ 3 \ 2 \ 3 \ 4 \ 1 \ 2 \ 3 \ 6 \ 8 \ 9 \ 9 \\ \hline \end{array}$$

Seat-work: Copy the above in columns, with the answers, and always write answers to the printed examples.



LESSON XVIII.

Seven is one part of sixteen; name the other; etc.

What is the difference between thirteen and seven?

Fourteen less seven is what number?

Take six marbles from twelve marbles, and how many are left?

John has eight pencils, and Charlie four; how many more has John than Charlie?

Seat-work: Write in columns, with the answers:

$$\begin{array}{llll} 5 + 7 = & ; & 14 - 7 = & ; & 9 + 7 = & ; & 8 - 4 = & ; \\ 17 - 9 = & ; & 15 - 8 = & ; & 3 + 8 = & ; & 6 + 8 = & ; \\ 15 - 8 = & ; & 9 - 4 = & ; & 9 + 5 = & ; & 5 + 4 = & ; \\ 13 - 6 = & ; & 13 - 9 = & ; & 8 + 5 = & ; & 7 + 9 = & ; \\ 16 - 7 = & ; & 13 + 7 = & ; & 9 - 5 = & ; & 8 - 2 = & . \end{array}$$



LESSON XIX.

Let the pupils, one at a time, make sums by naming two numbers, and the class or a single pupil answer;

thus, I have seven cents in my pocket, and five cents in my hand; how many cents have I altogether? One hen has eight chickens, and another five; how many have both?

Seat-work: Write in words all the pairs of numbers that make ten, eleven, and five.

Copy neatly: 10 11 12 13 14 15 16 17 18 19 20.



LESSON XX.

Do not neglect reading sums from the board. See how quickly each pupil can read all the combinations. Time each one, and keep the record, subject to improvement.

Let the pupils make stories, calling for the sum or difference of numbers applied to things, like this: Mary has seven apples, and her brother gives her eight more; how many has she then?

Seat-work: Write in words all the pairs of numbers that make six; thirteen; fourteen; seventeen; thus, Four and two are six.

Copy neatly:

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20.



LESSON XXI.

The stories that the pupils give are more for the sake of practice in the use of language than for the number-work, but will also teach the use of numbers as nume-

rals, and also that addition or subtraction is the same whether objects are named or not.

Require the pupils to make good sentences when they give out sums.

Seat-work : Copy in columns, and write the answers:

$$\begin{array}{ccccccc} 13 - 8 = & ; & 4 + 7 = & ; & 9 - 3 = & ; & 5 + 9 = & ; \\ 14 - 5 = & ; & 9 + 5 = & ; & 3 + 4 = & ; & 9 + 8 = & ; \\ 14 - 7 = & ; & 8 + 6 = & ; & 6 - 4 = & ; & 7 + 6 = & ; \\ 15 - 9 = & ; & 16 - 7 = & ; & 16 - 9 = & . & & \end{array}$$

NOTE. The teacher will dictate more examples than given here when the pupils can easily do more in the time allowed.

LESSON XXII.

Eight is one part of twelve; name the other part.

Four is one part of seven; name the other part.

Give such examples, with other numbers, to each pupil, until all can tell the difference between any two numbers.

Seat-work : Write in words, figures, and the Roman letters all the numbers from one to ten, 1 to 10, I to X.

See how many can get all of them right.

NOTE. If the pupils need it, let the teacher first write the above on the board, erase, and, after the class has finished, re-write them, that the scholars may compare their own work with the same.

LESSON XXIII.

Recite sums from the board as rapidly as possible every day. Do not allow the pupils to name either of

the written figures or hesitate long enough to think them.

Change the order of the combinations, and invert each pair of digits, every week. See how quickly each pupil can recite all of them.

Seat-work: Write in columns, with the answers:

$9 + 3 =$	$;$	$3 + 5 =$	$;$	$6 + 7 =$	$;$	$9 + 9 =$	$;$
$8 + 4 =$	$;$	$4 + 4 =$	$;$	$8 + 8 =$	$;$	$9 + 7 =$	$;$
$7 + 5 =$	$;$	$6 + 3 =$	$;$	$5 + 3 =$	$;$	$7 + 8 =$	$;$
$3 + 7 =$	$;$	$7 + 7 =$	$;$	$2 + 3 =$	$;$	$6 + 9 =$	$;$
$4 + 9 =$	$;$	$6 + 6 =$	$;$	$7 + 1 =$	$;$	$5 + 6 =$	$;$
$8 + 7 =$	$;$	$5 + 9 =$	$;$	$9 + 2 =$	$;$	$7 + 9 =$	$;$
$6 + 9 =$	$;$	$4 + 7 =$	$;$	$9 + 8 =$	$;$	$5 + 4 =$	$.$



LESSON XXIV.

Three is one part of nine; name the other, etc.

Thirteen is made of two numbers: one is seven; tell the other, etc.

What is the difference between eight and three?

The difference between any two numbers is the number which, added to the smaller, will make the larger.

Seat-work: Fill out answers to these examples, and then write the whole in columns:

$14 - 6 =$	$;$	$16 - 8 =$	$;$	$9 - 5 =$	$;$	$5 - 2 =$	$;$
$15 - 8 =$	$;$	$14 - 5 =$	$;$	$8 - 3 =$	$;$	$6 - 0 =$	$;$
$13 - 5 =$	$;$	$11 - 8 =$	$;$	$7 - 2 =$	$;$	$4 - 1 =$	$;$
$18 - 9 =$	$;$	$11 - 4 =$	$;$	$9 - 3 =$	$;$	$8 - 3 =$	$;$
$6 - 4 = .$							

LESSON XXV.

Let the pupils give out sums or call for differences, thus: John has nine marbles, and Charlie has five. How many have both boys? I earned seven cents, and spent four. How many have I left?

Require a good sentence for each example; also have the statement as prompt as possible.

Seat-work: Write the pairs of numbers that make the following sums:

$\overline{14}$	$\overline{14}$	$\overline{11}$	$\overline{12}$	$\overline{9}$	$\overline{10}$	$\overline{8}$	$\overline{7}$	$\overline{6}$	$\overline{11}$	$\overline{13}$
$\overline{18}$	$\overline{16}$	$\overline{15}$	$\overline{15}$	$\overline{13}$	$\overline{4}$	$\overline{3}$	$\overline{6}$	$\overline{5}$	$\overline{8}$	

Also answers to the following:

$$\begin{array}{ccccccc}
 8 + 7 = ; & 6 + 5 = ; & 5 + 4 = ; & 3 + 6 = ; \\
 5 + 5 = ; & 12 - 6 = ; & 14 - 7 = . &
 \end{array}$$



LESSON XXVI.

See how quickly each pupil can recite the forty-five combinations from the board. Have each pupil go to the board and point as he recites. Let any one correct a mistake if he can do so before the next sum is recited, and then let the one reciting take his seat.

Rapidity and accuracy are the great points to be regarded.

Seat-work: Write in words all the pairs of numbers that make fourteen; sixteen; twelve. Thus: seven and seven are fourteen.

Copy carefully:

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20.



LESSON XXVII.

Do not cease reading sums until all can tell the sum of any two numbers at sight, and know seventeen as readily by $\overset{9}{8}$ as 17, and with a single thought, or as one word.

Seat-work: Write all the pairs of numbers that make the following sums:

$\overline{13}$	$\overline{13}$	$\overline{13}$	$\overline{12}$	$\overline{12}$	$\overline{12}$	$\overline{10}$	$\overline{10}$	$\overline{10}$	$\overline{10}$	$\overline{10}$
$\overline{10}$	$\overline{9}$	$\overline{9}$	$\overline{9}$	$\overline{9}$	$\overline{15}$	$\overline{15}$	$\overline{16}$	$\overline{16}$	$\overline{17}$	$\overline{18}$
$\overline{11}$	$\overline{11}$	$\overline{11}$	$\overline{11}$	$\overline{14}$	$\overline{14}$	$\overline{14}$	$\overline{8}$	$\overline{8}$	$\overline{8}$	$\overline{8}$



LESSON XXVIII.

Recite differences from the board in examples like the following:

$\overline{13}$	$\overline{13}$	$\overline{12}$	$\overline{12}$	$\overline{14}$	$\overline{14}$	$\overline{9}$	$\overline{9}$	$\overline{9}$	$\overline{10}$	$\overline{10}$	$\overline{10}$
$\overline{-5}$	$\overline{7}$	$\overline{8}$	$\overline{7}$	$\overline{6}$	$\overline{5}$	$\overline{3}$	$\overline{5}$	$\overline{7}$	$\overline{3}$	$\overline{8}$	$\overline{7}$

10	10	11	16	15	17	15	15	11	11	11	16
— 6	— 1	— 7	— 8	— 6	— 8	— 7	— 9	— 6	— 8	— 4	— 2
8	5	6	7	7	6	6	7	8	11	13	13
— 3	— 1	— 4	— 3	— 5	— 1	— 0	— 7	— 1	— 3	— 7	— 5

Seat-work: Write the answers to the above neatly and quickly.

Let the teacher see how well you have done them.

LESSON XXIX.

Recite sums daily, and, as you have time, let the pupils make examples.

Caution the pupils to give simple examples, and, in all cases, require good language.

Illustration: My bank had twelve cents in it; I took out five cents; how many cents were left?

Seat-work: Fill out answers to the following, and then write the whole in columns:

13 — 8 = ;	11 — 7 = ;	8 — 3 = ;	8 + 5 = ;
15 — 7 = ;	11 — 5 = ;	9 + 4 = ;	8 — 0 = ;
16 — 9 = ;	10 — 6 = ;	5 + 2 = ;	6 + 3 = ;
14 — 7 = ;	10 — 8 = ;	7 — 5 = ;	9 — 3 = ;
13 — 9 = ;	10 — 7 = ;	13 — 6 = ;	9 — 5 = .

LESSON XXX.

Recite sums from the board every day.

At one time have each pupil recite four, and at

another time three or five sums, and let the next pupil begin without being called upon.

Often change the method of reciting, so that attention will be secured, and the interest kept up.

Seat-work: See how quickly each pupil will write the answers to the following:

7	5	9	3	8	3	4	5	6	3	4	8	9	8	8	6	4
6	8	4	7	5	9	6	7	5	4	5	6	9	9	7	6	5
—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
3	6	5	8	6	7	8	9	7	8	3	4	5	9	3	2	3
7	4	9	3	7	5	4	6	9	5	9	8	9	4	5	7	9
—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—

LESSON XXXI.

Recite differences from the board.

What two numbers make thirteen?

What two numbers make eleven?

Who wants to give an example, or tell a number-story, for some one else to answer? as, The black hen had nine chickens, but a hawk caught two of them. How many had she left?

Copy in columns, and write answers:

12 - 9 = ;	14 - 7 = ;	9 - 0 = ;	4 - 3 = ;
16 - 8 = ;	13 - 4 = ;	7 - 5 = ;	9 - 4 = ;
15 - 8 = ;	12 - 7 = ;	7 - 6 = ;	9 - 2 = ;
15 - 7 = ;	11 - 9 = ;	9 - 5 = ;	2 - 1 = ;
13 - 5 = ;	8 - 4 = ;	3 - 2 = ;	9 - 9 = ;
16 - 9 = ;	8 - 5 = ;	6 - 3 = ;	6 - 3 = ;
13 - 8 = ;	4 - 4 = ;	9 - 5 = ;	8 - 5 = ;
11 - 8 = ;	12 - 5 = ;	13 - 8 = .	

LESSON XXXII.

Change the numbers on the board every week by inverting the numbers of each pair, and also placing the pairs differently, so that the pupils must see each pair as they tell the sum.

Be sure that all the combinations are kept on the board for practice in sum-reading.

Seat-work: Fill out the answers to the following, and then write the whole quickly and neatly in columns:

$4 + 9 =$;	$5 + 8 =$;	$6 + 7 =$;	$9 + 5 =$;
$7 + 9 =$;	$8 + 9 =$;	$3 + 8 =$;	$4 + 6 =$;
$7 + 2 =$;	$3 + 6 =$;	$2 + 9 =$;	$4 + 8 =$;
$9 + 3 =$;	$6 + 9 =$;	$3 + 9 =$;	$5 + 7 =$;
$6 + 9 =$;	$8 + 8 =$;	$5 + 7 =$;	$4 + 3 =$;
$5 + 1 =$;	$1 + 9 =$;	$2 + 6 =$;	$1 + 5 =$.



LESSON XXXIII.

Recite sums rapidly every day, until each pupil recites the forty-five sums in about one minute.

All must know the sum of any two numbers in column, as they know a word without spelling it.

Seat-work: Write in columns all the pairs of numbers that make nine; ten; eleven; twelve; fifteen; seventeen; sixteen; thirteen.

Notice that each number given is the sum of two numbers; write all such pairs of numbers in columns, with the sums under them.

Copy: 11 12 13 14 15 16 17 18 19 20.

LESSON XXXIV.

What two numbers make thirteen? fifteen? eleven?
etc.

Teacher will name one of the numbers, and the pupil quickly name the other, making any sum called for.

Seat-work: Copy in columns, and write the answers:

$$\begin{array}{cccc}
 13-5= & ; & 8-2= & ; & 16-9= & ; & 7-5= & ; \\
 15-9= & ; & 10-7= & ; & 10-4= & ; & 6-1= & ; \\
 11-7= & ; & 11-5= & ; & 9-0= & ; & 3-0= & ; \\
 11-4= & ; & 13-7= & ; & 17-9= & ; & 5-3= & ; \\
 8-5= & ; & 15-9= & ; & 13-8= & ; & 7-4= & ; \\
 12-7= & ; & 17-8= & ; & 8-3= & ; & 8-6= & ; \\
 & & 9-5= & . & & & &
 \end{array}$$



LESSON XXXV.

Recite sums from the board ten minutes each day.

Who wishes to tell a number story? as, I have five marbles in one pocket, and six in the other. How many marbles in both pockets?

After the story is told, call upon pupils at random for the answer. This will secure attention.

Seat-work: Write answers quickly to:

$$\begin{array}{cccccccccccccccccccc}
 8 & 7 & 5 & 9 & 2 & 7 & 4 & 8 & 9 & 5 & 3 & 8 & 3 & 5 & 4 & 6 & 5 & 6 & 1 & 5 & 7 & 5 \\
 9 & 2 & 4 & 3 & 8 & 5 & 7 & 7 & 6 & 4 & 7 & 4 & 9 & 6 & 8 & 4 & 5 & 6 & 3 & 0 & 2 & 4 \\
 \hline
 3 & 7 & 6 & 5 & 8 & 5 & 3 & 2 & 8 & 3 & 4 & 5 & 3 & 7 & 2 & 1 & 3 & 8 & 9 & 7 & 9 \\
 8 & 1 & 8 & 7 & 3 & 4 & 6 & 7 & 1 & 3 & 8 & 7 & 6 & 3 & 1 & 1 & 5 & 6 & 9 & 9 & 8 \\
 \hline
 \end{array}$$

Make neat and not too large figures.

LESSON XXXVI.

Six is one part of thirteen; name the other part.

Fifteen is made of two numbers: one is eight; tell the other.

What is the difference between fourteen and eight?

Who can tell how many eggs there are in a dozen?

If you break three out of a dozen eggs, how many will you have left?

I had a dozen eggs and broke five of them; how many had I left?

Seat-work: Write in words all the pairs of numbers that make six, seven, nine, and ten.

Copy neatly:

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20.



LESSON XXXVII.

Who will tell a number story, and call upon some one else to answer it? as, I went to the beach and picked up seven pebbles, and John gave me eight more. How many had I then?

It will take but a few days to get all the pupils interested in these language and number lessons combined. Select easy numbers, and have simple stories. Secure good sentences. If a story be not well stated at first, let another pupil give it in other words.

Seat-work: Write in words all the pairs of numbers that make ten, eight, four, and three.

Copy neatly: 1 2 3 4 5 6 7 8 9 0.

LESSON XXXVIII.

See how quickly each pupil can read all the sums on the board.

Time each pupil, and keep the record. Let each recite until he makes a mistake and some one corrects it before he recites the next sum.

Whenever time can be afforded for it, let each try to improve his record.

Seat-work: Write in columns all the pairs of numbers that make five, four, eleven, twelve, eighteen, seventeen, thirteen, fifteen, and sixteen.

Copy as neatly as possible: 1 2 3 4 5 6 7 8 9 0.



LESSON XXXIX.

What two numbers make five?

What two numbers make eight?

Teacher name one of the numbers, and the pupil quickly give the other; *e.g.*, nine is one part of fourteen; name the other.

Let some pupil tell a number story each day. After it is told, name the pupil who is to answer it, or allow the one who gives the story to select him.

Read the following and give the answers:

$8-2=$;	$13-4=$;	$15-9=$;	$17-8=$;
$18-9=$;	$13-6=$;	$14-7=$;	$15-8=$;
$8-3=$;	$7-0=$;	$8-3=$;	$16-7=$;
$17-9=$;	$7-5=$;	$5-3=$;	$2-1=$;

$$\begin{array}{cccc}
 6-4=; & 13-7=; & 15-7=; & 10-5=; \\
 10-7=; & 11-6=; & 11-7=; & 11-5=.
 \end{array}$$

Seat-work: Write out the above in columns, with answers.



LESSON XL.

Recite sums rapidly every day. Point for each pupil as fast as he can tell the sums.

Some one make a number story; as, John has nine pencils, and Charles has six pencils. How many pencils have the two boys?

The teacher is to give similar stories until the pupils volunteer to tell them.

Seat-work: See how quickly each pupil can write the answers to the following sums:

5	9	7	5	7	8	9	3	4	3	4	6	5	3	9
8	3	6	3	9	6	4	8	9	5	6	9	6	7	8
—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
2	3	2	8	5	7	9	9	8	7	6	5	4	3	2
9	4	6	3	4	8	7	9	8	7	6	5	4	3	2
—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
5	2	8	3	5	8	3	5	7	3	8	3	4		
1	7	1	4	4	7	2	6	4	9	4	6	3		
—	—	—	—	—	—	—	—	—	—	—	—	—		



LESSON XLI.

Who wishes to tell a number story? as, Mamma had fourteen hens, but a fox caught nine of them. How many are left, Mary Anderson? If Mary cannot tell,

call upon another pupil, or for any one who knows the answer, but do not proceed in the same way every day.

The above example is the same as, Nine is one part of fourteen; what is the other part?

Seat-work: Read the following, and then write them in words, together with the answers:

$$\begin{array}{llll} 13 - 5 = ; & 15 - 9 = ; & 17 - 8 = ; & 5 - 2 = ; \\ 14 - 7 = ; & 15 - 7 = ; & 9 - 5 = ; & 8 - 6 = ; \\ & 16 - 8 = ; & 14 - 8 = . & \end{array}$$

Copy neatly: 1 2 3 4 5 6 7 8 9 0.

LESSON XLII.

Call upon the slower pupils to read sums, and have all the others look closely to see if they can correct a mistake before the one reciting names the next sum. Or, when a mistake is made, the teacher may point again to the same sum.

Seat-work: Write in words, with the answers, all pairs of numbers that make seven, eight, and nine.

Copy neatly: 10 11 12 13 14 15 16 17 18 19 20.

NOTE. See that the pupils understand what is required of them before attempting any seat-work. Introduce a lesson on some other subject between the oral and seat-work in numbers.

LESSON XLIII.

Rapidity and accuracy in reading sums will prepare the pupil for future work; therefore do not fail to secure these qualities. No one able to read all the

combinations of two digits in one minute will fail in any use of numbers after the multiplication table has been learned.

Help the slower pupils by extra drill. Let them recite until all can read the forty-five combinations on the board in one minute, or know and name the sum of any two numbers at sight as if it were a word.

Seat-work: Write in columns all the pairs of numbers that make fifteen; fourteen; thirteen; sixteen.



LESSON XLIV.

What two numbers make nine?

What two numbers make ten? etc.

Teacher will name one of the numbers, and some pupil the other; thus, Eight is one part of fourteen; what is the other part?

Seat-work: Write the answers, *i.e.*, the differences, or remainders, in the following examples:

$$\begin{array}{r}
 14 \ 13 \ 14 \ 15 \ 16 \ 15 \ 14 \ 9 \ 10 \ 11 \ 11 \ 12 \ 13 \ 14 \\
 - \ 5 \ 8 \ 6 \ 7 \ 9 \ 6 \ 8 \ 5 \ 4 \ 6 \ 5 \ 7 \ 6 \ 9 \\
 \hline
 \end{array}$$

$$\begin{array}{r}
 15 \ 8 \ 9 \ 7 \ 8 \ 5 \ 6 \ 8 \ 12 \ 11 \ 10 \ 6 \ 8 \ 9 \ 10 \ 11 \ 12 \ 15 \\
 - \ 8 \ 3 \ 4 \ 6 \ 0 \ 1 \ 2 \ 3 \ 3 \ 9 \ 7 \ 3 \ 5 \ 3 \ 1 \ 4 \ 8 \ 9 \\
 \hline
 \end{array}$$

$$\begin{array}{r}
 17 \ 18 \ 11 \ 12 \ 7 \ 5 \ 6 \ 8 \ 9 \ 10 \ 11 \ 11 \ 15 \ 16 \ 17 \ 18 \\
 - \ 8 \ 9 \ 8 \ 9 \ 0 \ 2 \ 1 \ 2 \ 5 \ 8 \ 4 \ 7 \ 9 \ 8 \ 9 \ 9 \\
 \hline
 \end{array}$$

9	1	8	2	8	7	2	1	8	6	1	3	7	8	9	1	2	3	4	5	6	3	2
9	1	9	1	8	9	2	3	7	9	4	2	7	6	5	5	4	3	9	8	7	4	5
1	6	5	4	3	7	6	5	4	2	3	4	5	1	2	3	4	5	4	3	2	1	
6	6	7	8	9	1	2	3	4	9	8	7	6	8	7	6	5	5	6	7	8	9	

Seat-work : Write the answers to the above as quickly as possible.

Make good figures. Show them to the teacher.



LESSON XLVII.

Recite all that is on the board until all the pupils can tell the sums in about one minute. They must read the sums as readily as they read simple words.

How many things in a dozen?

Who will ask a number question? like, One dozen pencils less four pencils are how many pencils?

What do you get at the store by the dozen?

Seat-work : Write in columns, with the answers, all the pairs of numbers that make eight; ten; five; nine; seven; six; eleven; thirteen; twelve; eighteen; sixteen; fifteen; fourteen.

Make your figures like these: 1 2 3 4 5 6 7 8 9 10.

NUMBER LESSONS.



LESSON I.

RECITE differences from the board, thus.

$$\begin{array}{r} 13 \quad 14 \quad 12 \quad 11 \quad 10 \quad 11 \quad 10 \quad 11 \quad 9 \quad 12 \quad 14 \\ - 7 \quad - 6 \quad - 5 \quad - 7 \quad - 4 \quad - 8 \quad - 7 \quad - 6 \quad - 5 \quad - 7 \quad - 9 \\ \hline \end{array}$$

$$\begin{array}{r} 15 \quad 16 \quad 17 \quad 14 \quad 15 \quad 18 \quad 13 \quad 14 \quad 11 \quad 9 \quad 8 \\ - 6 \quad - 8 \quad - 9 \quad - 8 \quad - 7 \quad - 9 \quad - 8 \quad - 5 \quad - 9 \quad - 0 \quad - 3 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \quad 7 \quad 8 \quad 6 \quad 5 \quad 7 \quad 9 \quad 11 \quad 12 \quad 15 \\ - 4 \quad - 2 \quad - 1 \quad - 2 \quad - 3 \quad - 4 \quad - 5 \quad - 6 \quad - 3 \quad - 6 \\ \hline \end{array}$$

Seat-work: Write the answers to the above quickly and neatly.

Never forget to put the date and your name to the lesson.



LESSON II.

See how quickly each pupil can recite all the sums on the board.

Let some one tell a number story; as, John has five cents, Charles has seven cents; which has the more money, John or Charles?

Seat-work : Write all the pairs of numbers that make eighteen ; sixteen ; fourteen ; twelve ; seventeen ; fifteen ; thirteen ; eleven.

Write them in columns, with the answers. Do the whole as neatly and quickly as you can.



LESSON III.

Recite the differences in the following examples :

13	14	15	16	10	13	11	12	13
— 5	— 6	— 9	— 7	— 6	— 9	— 6	— 5	— 4
11	12	12	12	11	10	9	8	7
— 7	— 5	— 9	— 8	— 4	— 5	— 4	— 3	— 2
5	4	8	18	17	16	15	13	12
— 0	— 1	— 3	— 9	— 8	— 7	— 8	— 9	— 6

Seat-work : Copy the above, and quickly write the answers.

NOTE. At the proper time the teacher will ask such questions as, How many days in a week? Who can name them? Or, How many inches make a foot? etc.



LESSON IV

Write on the board all the combinations of the nine digits, one number of each pair above the other.

These numbers should be recited ten minutes every day until all in the class read the sums in one minute, or a minute and a quarter at the longest.

9	8	6	7	7	8	9	6	5	4	3	4	5	6	9	8	7	6	1	2	3
9	9	9	8	7	6	5	7	8	9	9	8	7	6	2	3	4	5	9	8	7
4	5	5	6	7	8	4	3	2	1	1	2	3	5	4	3	3	2	1	1	1
6	5	4	3	2	1	4	5	6	7	6	5	4	1	2	3	1	3	4	2	1

Seat-work: Copy the above, and write the answers. Also study carefully the numbers that make each sum.

Write the date and your name at the end of each lesson.



LESSON V.

See how quickly each pupil can recite all the sums on the board.

The pupil must tell the sum without naming either
of the numbers that compose it; thus, for $\overset{8}{7}$, say fifteen;
for $\overset{7}{5}$, say twelve; etc.

Have each pupil tell what two numbers added will make twelve; thirteen; fifteen; seventeen; eighteen; etc.

Seat-work: Write all the pairs of numbers that make eighteen; sixteen; fourteen; twelve; eleven; thirteen; fifteen; and seventeen; with the answers underneath.

Make neat and pretty figures.



LESSON VI

Pupils who know the sum of any two digits at sight will be prepared for any use of numbers, and on this

account it is the most important number work that can be done.

Read sums daily until all can recite, in any order, all the forty-five sums of two digits in one minute.

Seat-work: Write in words the numbers that make nine, ten, and eleven; thus, Five and four are nine. Eight and one are nine, etc.

Copy neatly: 10 11 12 13 14 15 16 17 18 19 20.



LESSON VII.

Read sums daily. Call most frequently upon the slower pupils, and require those not reciting to look and see if any mistakes are made.

Let any pupil correct a mistake, if he can do so before the one reciting names the next sum.

If one pupil does most of the correcting, ask him to stop doing so, and see who else can do it.

Point as rapidly as the pupil can recite, in order to train the eye to rapid and accurate action.

Seat-work: Write all the pairs of numbers that make two, three, four, five, six, seven, eight, nine, ten, eleven, and twelve. See how quickly and neatly you can do this.

Show the result to the teacher.



LESSON VIII.

Do not be afraid of wasting time by trying to thoroughly master the sums of two numbers, since all possible addition depends upon just this knowledge.

Every minute properly spent in learning these sums will save hours of time in future work of arithmetic or book-keeping.

What two numbers make nine? eleven? thirteen?
fifteen? etc.

Seat-work: Write all the pairs of numbers that make ten, eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, and eighteen. Also write the answers underneath.

The teacher must require accuracy and rapidity.

Do not omit the date and your name.



LESSON IX

Read sums rapidly each day, until every pupil recites all the sums of two digits in one minute.

Who will give an example, or tell a number story, such as: Two boys had, together, a dozen marbles; each had the same number. How many marbles had each boy?

Seat-work : See how quickly each pupil can write the answers to

<u>3</u>	<u>5</u>	<u>2</u>	<u>7</u>	<u>4</u>	<u>5</u>	<u>7</u>	<u>9</u>	<u>8</u>	<u>7</u>	<u>6</u>	<u>2</u>	<u>3</u>	<u>2</u>	<u>5</u>	<u>7</u>	<u>8</u>
<u>8</u>	<u>4</u>	<u>6</u>	<u>3</u>	<u>1</u>	<u>0</u>	<u>8</u>	<u>4</u>	<u>6</u>	<u>5</u>	<u>4</u>	<u>9</u>	<u>4</u>	<u>8</u>	<u>6</u>	<u>9</u>	<u>8</u>
<u>9</u>	<u>4</u>	<u>5</u>	<u>7</u>	<u>8</u>	<u>4</u>	<u>7</u>	<u>8</u>	<u>3</u>	<u>7</u>	<u>5</u>	<u>4</u>	<u>6</u>	<u>8</u>	<u>9</u>	<u>3</u>	<u>4</u>
<u>9</u>	<u>7</u>	<u>9</u>	<u>6</u>	<u>5</u>	<u>9</u>	<u>2</u>	<u>1</u>	<u>8</u>	<u>1</u>	<u>9</u>	<u>8</u>	<u>9</u>	<u>7</u>	<u>6</u>	<u>9</u>	<u>7</u>
<u>6</u>	<u>8</u>	<u>7</u>	<u>5</u>	<u>4</u>	<u>3</u>	<u>5</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>6</u>	<u>8</u>	<u>9</u>	<u>7</u>	<u>9</u>	<u>7</u>	
<u>6</u>	<u>8</u>	<u>7</u>	<u>5</u>	<u>4</u>	<u>7</u>	<u>6</u>	<u>9</u>	<u>8</u>	<u>7</u>	<u>9</u>	<u>9</u>	<u>9</u>	<u>8</u>	<u>5</u>	<u>4</u>	

$$- \begin{array}{cccccccccccc} 9 & 8 & 9 & 12 & 12 & 13 & 13 & 14 & 14 & 14 & 11 \\ 5 & 3 & 4 & 3 & 7 & 5 & 9 & 7 & 5 & 6 & 5 \end{array}$$

	11	11	11	8	9	9	8	5	6	7	8
—	7	9	3	4	3	7	2	0	2	4	6
	9	7	13	13	13	14	14	15	3	4	5
—	1	5	4	6	8	9	8	9	1	3	2
	6	7	7	9	8	10	10	10	10	10	
—	3	3	4	2	0	4	3	5	8	1	

Seat-work: Copy the above, and write the answers underneath.



LESSON XII.

Change the numbers on the board every week, and read sums or differences daily. Rapidity and accuracy are to be secured before taking up any other number work.

Some one tell a number story; as, Two boys had eight marbles each. They played “for keeps,” and one gained four from the other. How many had each then?

Seat-work: Write all the pairs of numbers that make ten, twelve, fourteen, sixteen, eighteen, eleven, thirteen, fifteen, and seventeen, with the answers.

Write quickly, and make good figures.



LESSON XIII.

See how quickly the slower pupils can recite all the sums on the board. Make this exercise as interesting as possible, for interest is the mother of memory.

Keep a record of the time of each pupil, and as often as possible let each one try to improve his record.

Seat-work: See how many can write in columns all the pairs of numbers that make two, three, four, five, six, seven, eight, nine, ten, with answers, in ten minutes.

Copy neatly: 10 11 12 13 14 15 16 17 18 19 20.



LESSON XIV.

Seven is one part of thirteen; name the other part.

Teacher will give other examples in the same way, calling upon the slower pupils to name the parts not mentioned.

Fannie bought a doll for fifteen cents, but she let it fall and broke its nose, and then she sold it to Nellie for five cents. How much did she lose?

The teacher will use these and similar stories to induce the pupils to make them.

Seat-work: Read the following, and write them in columns with the answers:

$13 - 5 = ;$	$14 - 6 = ;$	$15 - 9 = ;$	$11 - 8 = ;$
$12 - 7 = ;$	$9 - 5 = ;$	$14 - 9 = ;$	$15 - 7 = ;$
$16 - 8 = ;$	$8 - 5 = ;$	$7 - 0 = ;$	$6 - 1 = ;$
$7 - 4 = ;$	$9 - 7 = ;$	$9 - 4 = ;$	$15 - 8 = ;$
$11 - 7 = ;$	$12 - 6 = ;$	$11 - 9 = ;$	$18 - 9 = .$

LESSON XV.

Recite sums rapidly from the board ten minutes each day.

See who can answer the following: John's mother gave him twelve cents, and his brother Charles eight cents. How many more cents has John than Charles? Or, John shovelled snow and earned twelve cents; he gave his brother four cents for helping him. How much had he left?

Seat-work: See how quickly each pupil can write all the pairs of numbers that make eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, and eighteen, with the answers underneath.



LESSON XVI.

Mary, see how many pairs of numbers you can write that make eleven.

All in that row of seats write in columns all the pairs of numbers that make ten.

Call upon other pupils for other numbers in the same way. They are to use the same pair of numbers but

9 6 8 7 9 6 8 7
once; as, 6 or 9, 7 or 8, but not 6 and 9, 7 and 8, etc.

Seat-work: Copy in columns, with the answers:

$9 + 8 = ;$	$7 + 6 = ;$	$5 + 8 = ;$	$7 + 5 = ;$
$9 + 6 = ;$	$3 + 4 = ;$	$5 + 7 = ;$	$6 + 5 = ;$
$8 + 3 = ;$	$9 + 4 = ;$	$7 + 8 = ;$	$3 + 2 = ;$
$4 + 7 = ;$	$6 + 3 = ;$	$5 + 6 = ;$	$4 + 8 = ;$

$3 + 9 =$;	$1 + 2 =$;	$6 + 0 =$;	$8 + 5 =$;
$7 + 9 =$;	$8 + 5 =$;	$4 + 7 =$;	$3 + 2 =$;
$5 + 5 =$;	$6 + 7 =$;	$8 + 4 =$;	$1 + 3 =$;
$2 + 9 =$;	$3 + 4 =$;	$7 + 1 =$;	$8 + 2 =$;
$3 + 5 =$;	$4 + 2 =$;	$7 + 0 =$;	$1 + 1 =$.



LESSON XVII.

See how quickly each pupil will read all the sums made in columns of two digits each.

Let the pupil go to the board and point as he recites, but when he makes a mistake, and is corrected, he will take his seat.

The sums are:

1	9	2	9	3	2	8	7	1	2	6	7	3	2	1	9	8	7	6	5	4	4	5
1	9	1	3	1	2	8	9	4	3	9	8	3	4	5	5	6	7	1	2	3	9	8
—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
6	4	3	2	1	3	4	5	6	1	2	3	4	9	8	7	6	1	2	3	4	5	
7	4	5	6	7	9	8	7	6	8	7	6	5	2	3	4	5	9	8	7	6	5	
—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—

Seat-work: Copy these, and write the answers.



LESSON XVIII.

Pupils who can tell what two numbers make any sum will be able to subtract without hesitation, because in subtraction the sum has become the minuend, and the subtrahend is one of the two numbers that make the sum, or one part of the larger number, and the remainder, or difference, is the other.

Who can answer this? Samuel had nine marbles, and Frank had fourteen; Samuel won five from Frank; how many had each boy then?

Seat-work: Write in columns all the pairs of numbers that make eight, nine, ten, eleven, thirteen, fifteen, seventeen, twelve, fourteen, sixteen, and eighteen, with the answers.



LESSON XIX.

Recite sums rapidly each day until all the pupils read the sum of any two digits as they read words without spelling them.

Who can answer this? John had a dozen eggs in a basket, and broke five of them. How many had he left?

Can any one tell a similar story?

Seat-work: See how quickly each can write the answers to

9	3	2	5	4	6	7	9	8	7	4	7	8	9	7	6	5	3	4	5	7	8	5	3
8	4	6	3	7	5	8	5	6	3	6	5	3	4	8	7	4	6	2	1	5	9	8	6
—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
7	2	4	7	9	6	3	2	8	5	3	9	2	4	6	1	9	5	4	2	7	9	9	7
9	8	3	6	5	4	7	9	7	9	3	4	9	5	2	7	1	5	6	8	3	9	8	8
—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—



LESSON XX.

What two numbers make fourteen? eleven? twelve?

Teacher will name one of the numbers, and some pupil the other. Recite sums from the board each day.

Mary has seven pears, and Sarah has nine. How many have both? Who can tell another story?

No matter how simple or easy these stories are, if you can only get the pupils interested to tell them.

Seat-work: Write all the pairs of numbers, and their answers, that make seven, eight, nine, ten, eleven, and twelve.

See how quickly and neatly you can do it.

Show the work to the teacher.

Do not forget name and date.



LESSON XXI.

Eight is one part of fifteen; name the other.

Seventeen is made of two numbers: one is nine; what is the other?

What is the difference between eleven and seven?

Thirteen minus six equals what?

Show the pupils that these are all the same thing, but differently stated; that the larger number is in two parts, and the smaller number is one of the parts.

Seat-work: Write the answers to

13	15	14	16	16	12	12	12	13	13	14
— 8	— 7	— 9	— 8	— 7	— 5	— 8	— 9	— 6	— 7	— 5
14	17	9	9	10	10	10	8	8	7	7
— 8	— 9	— 3	— 5	— 4	— 9	— 7	— 3	— 4	— 5	— 4
6	5	4	11	11	11	5	4	3	16	18
— 0	— 1	— 2	— 6	— 4	— 8	— 4	— 3	— 1	— 9	— 9

LESSON XXII.

See how quickly each pupil can read all the sums of two digits each from the board.

Jane had a dozen pencils, and gave her brother half of them. How many had each then?

Let each pupil be ready with a story like any that have been given, so that there may be as many as possible at each lesson.

Seat-work: Copy in columns, with the answers; then write the answers to these examples, and see if they agree.

$$\begin{array}{llll}
 14 - 6 = ; & 13 - 9 = ; & 11 - 7 = ; & 3 + 4 = ; \\
 5 + 6 = ; & 5 + 9 = ; & 8 + 9 = ; & 7 + 6 = ; \\
 6 + 5 = ; & 9 - 7 = ; & 8 - 4 = ; & 13 - 7 = ; \\
 14 - 9 = ; & 3 + 8 = ; & 4 + 3 = ; & 5 + 7 = ; \\
 7 + 7 = ; & 8 + 7 = ; & 6 + 0 = . &
 \end{array}$$



LESSON XXIII.

Recite sums each day rapidly.

When your pupils thoroughly know the sums of any two digits, show them that all the numbers from ten to eighteen (10 to 18) have two places; *i.e.*, a number of units and a ten or a one (1) in the second or tens' place. Thus, that twelve is two units and one ten.

Have the pupils recite only the units in the numbers from ten to nineteen, thus: for fifteen, say five; for thirteen, say three; but for ten, say ten. $\overset{9}{6}$ is 5. Six added to nine will always give five units.

Seat-work: Write all the pairs of numbers that make eighteen, seventeen, sixteen, fifteen, fourteen, thirteen, twelve, eleven, and ten, with the answers underneath.



LESSON XXIV.

Teacher will name pairs of numbers from ten to eighteen, and pupils will answer by naming only the units of the sum, thus: teacher says, seven and six, and pupil answers, three.

Write pairs of numbers on the board, and have the pupils name the units, or endings of the sums, thus: teacher writes 9 and 7; pupil says, six. 9 and 7 are six, and 29 and 7 are six. Any number of units that make sixteen will give six units and add one to the tens.

Seat-work: Write in words all the pairs of numbers that make eleven,*twelve, and thirteen.



LESSON XXV.

Pupils will recite sums of numbers that make ten or more, up to eighteen, and name only the units of the sum; *i.e.*, for six and five, say one; for $7 + 5$, say two;

9 and 6, say five; 9 and 9, say eight; but for $\overset{4}{6}$, say ten. Let them remember that the ten always belongs there, and is one in the place next to units. Impress this by practice. For the present, do not explain more than merely how to practise. The rest will be made clear as the lessons proceed, and the need arises.

Seat-work: Write all the sums, with answers, that make eighteen; sixteen; fourteen; twelve; ten; eleven; thirteen; fifteen; seventeen.

LESSON XXVI.

Continue the practice with oral and written numbers, the pupils naming or writing only the units of sums.

Point on the board to numbers that make ten or more, and have the pupils name only the units; *e.g.*, for $7 + 4$, say one; $6 + 5 = 1$.

For $9 + 1$, say ten, because there are no units in the sum, the zero in units' place being used merely to avoid leaving the place blank, and begin a new series.

Seat-work: Write all the pairs of digits that make ten or more, and of the answer, write only the units or the

$$\begin{array}{r} 6 \ 7 \ 4 \\ 1 \ 2 \ 0 \end{array}$$

number that belongs in the first place, thus: $\bar{5}, \bar{5}, \bar{6}$, etc.

After all the units have been written, write the tens, and so complete the answer.

LESSON XXVII.

$$\begin{array}{ccc} 3 & & 7 \\ \underline{2} & & \underline{8} \end{array}$$

Show the pupils that $\underline{2}$ are 5, and also that $\underline{8}$ are 5, and $\underline{9}$ are 5, but that in the last two examples there is a 1 to be written, or that belongs in the next place.

There are many uses for this knowledge; *i.e.*, the habit of using the units separated from the tens; but it

is not yet time to explain them. When we come to add or subtract numbers greater than units, we shall see the value of this practice.

Seat-work: Write in columns of two figures each all the numbers that make any sum, from eleven to eighteen, both included, and then write the units or first figure of their sum. Show them to the teacher, and then write the (1) in the second place to complete the answer.



LESSON XXVIII.

See how quickly each pupil can recite all the sums that can be made with two figures in a column.

Give each pupil a chance to make the best possible record.

All who add the forty-five pairs of digits in one minute, should be marked perfect. Yet some who are slow to think may also be perfect, and only require more time. The teacher should consider the effort made to learn, and whether the pupil moves quickly or slowly.

1	2	3	4	5	5	6	7	8	5	4	3	2	1	2	3	4	5	6	7	3	4	5
9	8	7	6	5	4	3	2	1	6	7	8	9	4	3	1	4	3	2	1	9	8	7
—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—

6	1	2	3	7	8	9	9	1	2	3	5	6	7	6	7	7	8	9	1	2	1
6	6	5	4	6	5	4	9	5	4	3	9	8	7	9	8	9	8	8	3	2	1
—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—

Seat-work: Copy and write answers, and also write answers to all printed columns.

LESSON XXIX.

Continue to point to pairs of numbers that make ten or more, and for all above ten have only the unit, or ending figure, named.

Also dictate numbers, and have the pupils name the unit, or first figure, of the sum.

The teacher is to keep in mind that the pupils are being prepared to use the nine digits readily and accurately.

Seat-work: Write the units of the answers to

5	9	7	8	7	3	7	9	4	9	8	9	8	3	6	7	6	8
6	9	5	4	8	9	7	6	7	2	5	4	8	8	6	9	7	6
—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
5	9	7	6	4	3	5	8	7	4	7	8	5	9	7	7	4	5
9	8	4	8	9	8	7	8	6	8	9	9	7	6	5	6	9	6
—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—

Now complete the answers.



LESSON XXX.

Nine is one part of seventeen; name the other.

Fourteen is made up of two numbers: one is eight; name the other, etc.

What is the difference between nine and five?

Take seven from thirteen; what number is left?

Peter had eleven cents and lost five; how many had he left? Recite differences from the board and orally.

Seat-work: Read the following, and then write them in columns, with the answers:

13 - 5 = ;	15 - 8 = ;	17 - 9 = ;	11 - 4 = ;
16 - 7 = ;	8 + 9 = ;	6 + 5 = ;	3 + 9 = ;

$$\begin{array}{cccc}
 4 + 5 = ; & 9 - 3 = ; & 10 - 4 = ; & 10 - 7 = ; \\
 3 - 0 = ; & 18 - 9 = ; & 13 - 7 = ; & 15 - 6 = ; \\
 14 - 9 = ; & 10 - 5 = ; & 12 - 6 = ; & 6 + 8 = ; \\
 7 + 5 = ; & 3 + 9 = ; & 2 + 8 = ; & 9 + 0 = .
 \end{array}$$



LESSON XXXI.

Call upon the slow pupils to tell the units of all the sums above ten. Also dictate numbers until all think 9 and 7 is 6, and 4 and 8 is 2.

Keep up the interest by frequent changes in the way of doing the same thing.

Have at least one or two pupils tell a number story every day. This will teach the use of numbers; *i.e.*, how they represent things, or are used in connection with things.

Seat-work: Write in words all the pairs of numbers that make thirteen, fifteen, seventeen, etc., thus: Nine and four are thirteen.



LESSON XXXII.

Recite from the board rapidly, and have each pupil name only the units of numbers above ten until they see

6 7

the units for each sum, thus: $\underline{8}$, 4; $\underline{9}$, 6; etc.

2 5

Show that $\underline{2}$ and $\underline{9}$ are the same, except that the latter

4 4

does not represent the full sum, but only the number in the first place of the sum.

Seat-work: Write in words the pairs of numbers that make twelve, fourteen, sixteen, and eighteen, with the answers.

See that full and correct sentences are made, with correct use of capital and period.



LESSON XXXIII.

8 4

See that the pupils understand how 7 is 5, or 9 is 3, namely: that the required answer is the first figure of the sum, and that the one is not written, but always belongs there, and will be added to the sum of the next row when we come to it. Do not attempt to explain any further until we begin to use the tens. Then it will be plain what has been gained by this preliminary practice.

Seat-work: Copy in columns, with the answers, and then fill out these examples with answers, and compare answers.

$13 - 7 = ;$	$15 - 8 = ;$	$14 - 6 = ;$	$15 - 9 = ;$
$8 + 7 = ;$	$9 + 4 = ;$	$6 + 7 = ;$	$3 + 8 = ;$
$5 + 7 = ;$	$14 - 5 = ;$	$16 - 7 = ;$	$13 - 8 = ;$
$12 - 4 = ;$	$15 - 7 = ;$	$12 - 3 = ;$	$9 - 4 = ;$
$5 + 7 = ;$	$6 + 9 = ;$	$8 + 5 = ;$	$6 + 4 = ;$
$11 - 3 = .$			



LESSON XXXIV.

See how quickly each pupil can add all the sums of two digits each, and name only the units of all above ten.

It will be well, however, to accept the full sum as correct until the pupil fully understands what is wanted.

Seat-work: Write in columns all the pairs of numbers that make ten, twelve, fourteen, sixteen, eighteen, seventeen, fifteen, thirteen, and eleven, with only the units of all answers. After all have been done in this way, fill out the full answer.



LESSON XXXV.

Recite from the board, naming the units of all sums above ten, but name the full sum of ten and all below it.

Dictate numbers, and have the pupils tell the unit figure of the sum.

If the teacher does not see the use of this practice at present, she will do so before the end of the next year's course. If the use is not evident, she is asked to do the work faithfully on trust.

Seat-work: Write in words the numbers that make nine, eleven, and thirteen, with the answers. Make the full sentence, with correct use of the capital and period.



LESSON XXXVI.

See how quickly each pupil can recite all the sums of two digits each, and name only the units of all sums above ten.

Dictate sums, and have the pupils name the units of the sums instantly.

Who can tell the answer to this story? A hen had ten chickens, and a weasel caught three of them. How many were left?

How many can make a number story?

Seat-work: Write in words all the pairs of numbers that make eleven and thirteen, with their answers.

Write a number story like any we have had, with the answer to it.

Copy neatly: 10 11 12 13 14 15 16 17 18 19 20.



LESSON XXXVII.

Continue to add two numbers, and to name only the units of the sums above ten, until the pupils think the units for any of the "teens" instantly.

How many can write a number story, as, for example: Nancy had six apples, and gave away half of them. How many had she left? Who can answer this story?

When we make a thing into halves, what is done?
Answer: It is divided into two equal parts.

What is one-half of the numbers eight, ten, six?

Write the numbers, thus: $\frac{8}{4}$, $\frac{10}{5}$, $\frac{6}{3}$, or $12 - 6 = 6$. When

you cut an apple into two equal parts, what are the parts called?

Seat-work: Write in words the pairs of numbers that make eight, ten, and twelve, and then mark the number.

LESSON XXXVIII.

What two numbers make fourteen? sixteen? eighteen?

What two numbers that are alike make four? six? eight? ten? twelve?

What number is half of four? six? eight? twelve? fourteen? sixteen? eighteen? How many halves can you make of any thing or of any number?

Seat-work: Write in words the pairs of numbers that make thirteen, fifteen, and seventeen.

Four, six, seven, and eight, are each half of what number? Write the answers in figures.



LESSON XXXIX.

See how quickly each pupil can recite the sums on the board, and name only the units of all sums above ten.

Who can tell the answer to this story? Charles had three marbles, and found three more. How many marbles had he then?

The teacher will give several such examples before the class tries to write a story.

Seat-work: Write in columns, with the answers:

$5 + 4 =$	$7 + 5 =$	$3 + 2 =$	$14 - 7 =$
$12 - 6 =$	$16 - 8 =$	$18 - 9 =$	$8 - 4 =$
$6 - 3 =$	$3 + 3 =$	$4 + 4 =$	$5 + 5 =$
$6 + 6 =$	$7 + 7 =$	$8 + 8 =$	$9 + 9 =$

Write a number story, and at the next lesson call on some one to answer it.

LESSON XL.

See how quickly each pupil can recite the sums of all the numbers on the board; *i.e.*, the forty-five pairs of digits, in columns.

Fred had six marbles, and Frank gave him four. How many had he then? He lost two. How many had he left?

Seat-work: Write in columns, with answers :

$$\begin{array}{cccc}
 3 + 5 = ; & 4 + 7 = ; & 5 + 9 = ; & 3 + 7 = ; \\
 9 + 4 = ; & 7 + 6 = ; & 5 + 2 = ; & 8 + 4 = ; \\
 2 + 9 = ; & 5 + 8 = ; & 3 + 4 = ; & 8 + 9 = ; \\
 14 - 8 = ; & 13 - 6 = ; & 15 - 9 = ; & 11 - 6 = ; \\
 17 - 8 = ; & 15 - 6 = ; & 11 - 7 = ; & 10 - 5 = .
 \end{array}$$

Then write the answers to these examples, and compare both sets of answers to see if they are alike.



LESSON XLI.

See how quickly the slower pupils can recite all the sums on the board, and name only the units for all above ten.

Katie bought a dozen eggs, and broke three on her way home. How many whole eggs had she left?

Seat-work: Write the answers to

$$\begin{array}{cccccccccccccccccccccccccccccccccccc}
 3 & 7 & 5 & 2 & 1 & 3 & 7 & 6 & 9 & 6 & 8 & 4 & 6 & 3 & 4 & 2 & 3 & 5 & 7 & 6 & 3 & 2 & 5 & 9 \\
 5 & 6 & 4 & 3 & 2 & 1 & 5 & 8 & 8 & 7 & 5 & 7 & 5 & 8 & 5 & 9 & 6 & 5 & 7 & 6 & 3 & 2 & 8 & 2 \\
 \hline
 7 & 8 & 9 & 8 & 9 & 8 & 9 & 9 & 7 & 5 & 3 & 6 & 7 & 3 & 7 & 5 & 2 & 3 & 6 & 9 & 8 & 4 & 7 & 5 \\
 4 & 5 & 9 & 7 & 6 & 8 & 9 & 8 & 6 & 9 & 8 & 5 & 6 & 6 & 4 & 5 & 2 & 3 & 6 & 7 & 5 & 9 & 6 & 7 \\
 \hline
 \end{array}$$

LESSON XLII.

See how quickly each pupil can recite all the sums of two digits each, and name only the unit figures of the sum.

James had twelve marbles, and Samuel had ten; but Samuel won four from James. How many had each boy then?

Seat-work: Write in columns, with the answers:

$$\begin{array}{llll}
 13 - 5 = ; & 15 - 8 = ; & 17 - 9 = ; & 16 - 7 = ; \\
 14 - 7 = ; & 5 + 4 = ; & 6 + 7 = ; & 5 + 8 = ; \\
 3 + 9 = ; & 6 + 4 = ; & 10 - 7 = ; & 9 - 4 = ; \\
 11 - 7 = ; & 10 - 6 = ; & 4 - 2 = ; & 5 + 0 = ; \\
 6 + 7 = ; & 4 + 3 = ; & 5 + 2 = ; & 6 + 1 = .
 \end{array}$$

Write answers to these examples. Compare the two sets of answers.



LESSON XLIII.

Write a column of four numbers, and teach the pupils to add two sums at a time; that is, the sums of the upper and lower pair of digits, thus:

$$\begin{array}{lll}
 \begin{array}{l} 1 \\ 2 \end{array} \} 3 & \begin{array}{l} 1 \\ 3 \end{array} \} 4 & \begin{array}{l} 1 \\ 4 \end{array} \} 5 \\
 \begin{array}{l} 3 \\ 4 \end{array} \} 7 & \begin{array}{l} 2 \\ 4 \end{array} \} 6 & \begin{array}{l} 3 \\ 2 \end{array} \} 5
 \end{array}$$

For a few lessons, it will be well to let the pupils name the sum of each pair of digits, and then tell the full sum.

The figures at the right of the braces show the sums of the pairs to be added.

Use the following columns on the board:

1	4	2	3	1	4	3	2	1	5	4	3	1	1	2
2	3	1	4	3	2	1	4	4	3	1	5	1	3	1
3	2	4	1	2	3	4	1	3	4	5	1	2	3	1
4	1	3	2	4	1	2	3	5	1	3	4	2	1	3
<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>

Seat-work: Copy and write answers to the columns.

Add the sum of each pair as you did on the board, and you will soon learn to see the sums of four numbers as you read words of two syllables without spelling them.

NOTE. If pupils have done the work of these lessons properly, they see the sum of any two numbers as readily as they read a single figure. They will, therefore, see the two sums at the left of the braces as readily as those written at the right. They will know the sum total in one form as quickly as in the other. This drill is to teach the pupils to see sums as they would words, and to know the sums of any four numbers in a column at sight.

Do not fail to faithfully test your class with these lessons, and determine by the results the value of the practice.



LESSON XLIV.

When the pupils add two sums in columns of four digits, point to the lower pair of numbers and let the pupil name the sum. The reciting pupil will then look for the sum of the upper pair of digits, and, as soon as it is seen, will add the two sums and name the full sum of the column.

For the right-hand column, as given below, the pupil

will say, five, eleven; and for the second column, six, eleven, etc.

Write columns of four digits on the board, thus:

3	2	2	4	1	4	3	3	1	2	3	1	4	3	2	2
2	2	1	1	1	4	5	2	3	3	0	1	1	4	3	4
1	3	1	3	3	3	2	3	3	3	4	2	2	1	4	3
4	1	1	2	3	4	4	1	1	2	1	2	3	5	2	2
<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>

Seat-work: Copy and write the answers.

Now write answers to all the printed columns.

Compare the first answers with the second.



LESSON XLV.

Change the numbers on the board very often, so that the pupils must look and see the sums to be added.

Add the two sums without naming either of them.

In pointing, draw the pointer down over the column to be added, and require the pupils to notice the sum of each pair of digits, and then name the full sum of the column in one word.

For the left-hand column say, nine, etc.

1	1	3	3	4	2	2	1	4	3	1	3	3	4	3	4	1	2	3
3	1	1	3	3	3	2	3	2	0	1	2	1	1	4	2	3	2	3
2	2	4	1	2	1	3	2	3	2	4	1	2	3	2	2	1	2	3
3	2	2	4	1	4	1	3	2	1	1	4	2	1	4	3	1	2	3
<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>

Seat-work: Copy and write the answers. Write, also, answers to the printed columns, and compare the two sets of answers to see if they agree.

LESSON XLVI.

Often change the numbers on the board, and point, skipping about, so that the last pupil to recite will not recite by rote.

Bring the pointer down over the numbers to be added.

Teach the pupils to see the sum of each pair of digits, and as soon as the two sums are known, the pupils are to name their sum; *i.e.*, the full sum of the column.

For the present work, use pairs of numbers whose sum is less than ten, thus:

2 } 3 }	5	4 } 2 }	6	2 } 5 }	7	2	5	3	4	2	5	4	3	2	4	5	3
						3	4	2	5	4	3	2	5	5	3	2	4
4 } 5 }	9	3 } 5 }	8	3 } 4 }	7	4	3	5	2	3	4	5	2	3	5	4	2
						5	2	4	3	5	2	3	4	4	2	3	5

Seat-work: Copy and write the answers, and also add the sums of the pairs of numbers in the column.



LESSON XLVII.

Notice that when pupils add but two sums for a column of four digits, only three changes are necessary; but if single numbers are added, there are twelve changes to be made for each column of four digits. (See Lesson XLIII. as an example, and notice that there is but one word needed to name the sum of any column of four numbers. Whatever the order of the figures, their sum is the same.)

2	}	5	1	3	4	5	3	3	1	2	3	4	3	1	2	4	3
3	}		2	2	3	4	1	4	1	2	3	4	4	2	2	4	3
4	}	9	3	5	2	3	2	2	1	2	3	4	2	3	1	2	1
5	}		4	4	1	2	4	5	1	2	3	4	4	1	3	2	1
—			—	—	—	—	—	—	—	—	—	—	—	—	—	—	—

Use the above numbers for board and seat-work.

Seat-work: Copy the above, and write the answers.

Add the sums of all the pairs of numbers. Also write answers to all printed columns.

PART II.



LANGUAGE LESSONS.



PREFACE.

THE Language Lessons were prepared by a teacher who has had most excellent success in teaching the subject in primary grades. Her classes are thoroughly alive and full of enthusiasm, and are as ready to study and learn a new word and its use, as they are to observe a bird or flower.

Little was found in the prescribed course of study or in books to aid her in teaching a class of second-grade pupils, and she was therefore obliged to spend much time and study in preparing for herself a progressive course of lessons. With such a course she has been able to do more in one year than she had formerly done in two.

Knowing of her success, and also what it had cost her in time and study, we persuaded her to revise her work for publication, so that others might have the benefit of it.

The material for each lesson is selected with a view to interest the pupils in things, and then they are taught how to observe closely and accurately. Interest and observation fill the little minds with curious and important discoveries, which create a desire to give others the pleasure of knowing what they have found out; they therefore come to the class prepared with ideas, and eager to express them. *In the effort* to tell their

thoughts is the opportunity for the oral lesson, and the teacher is herein told how to aid and direct this effort, so that it shall result in full sentences of well-chosen words.

These lessons are intended only to aid the teacher in directing the work of the pupils, not as a substitute for her. The directions are full, so that none need mistake them; and when the lessons are given with interest and enthusiasm, they will make a class of industrious and happy workers, and school will be the pleasantest place in the world. Such work as is here provided is more enjoyable than play, and will never make tired and nervous children or teachers, but will rather teach all that the proper activity of their faculties is the true source of happiness.

It is claimed for these lessons that they will aid the teacher to direct her pupils to learn by doing, and to make them observe and think rather than to imitate.

We therefore send them forth, believing that they will prove helpful both to teachers and pupils, and make the Language Lessons in the school, what they are in fact, the most important of all elementary studies; since no study can go on without language, and thought itself is one of its forms.

F. B. G.

HINTS TO TEACHERS.

The teacher should require all questions to be answered in complete sentences. If your scholars answer in one word, lead them to give full sentences by saying, "Tell me the whole story," or, "Who can tell me the whole story?"

Make the idea the first consideration, and the expression of it secondary. Do not force the expression. Be patient, and it will come naturally.

Always use objects when practicable.

Lead your pupils to use their own eyes. Do not tell them anything they can find out for themselves. Endeavor to make them in every possible way self-helpful.

At the end of each day's lesson, give them something to find out for the next day.

Do not interrupt a pupil to correct him. It will make him less ready to answer next time. Wait until he has finished speaking, and then either repeat his idea yourself correctly, ask him if he can say it better, or call upon another pupil to express the same thing.

The oral work should not immediately precede the written exercises.

Place the words *got*, *seen*, and *now* on the board, with a line drawn through them.

Call attention to these cancelled words whenever the pupils use such expressions as, "I got a dog," "I seen a bird," and correct the hesitating use of *now*, as: "I — now — went to the — now — city." Let them individually and in concert say, "We leave out *got*, *seen*, and *now*." With a little care this will not interfere with the proper use of the words. Of

course, if any other slang or senseless words are commonly used by the scholars, they may be treated in the same way.

Allow the written work to remain on the board until just before the scholars commence work at their seats; then, after calling attention to the capitals and periods, erase.

Each and every new word should be placed on the board, one at a time. Have the class spell it phonetically, in concert and individually, until it is recognized by the majority of the pupils.

Make out a list of words for pupils to use in filling out blanks. Place it on the board or chart, for them to refer to. Add new words from time to time.

All work put on the board for the pupils' use should be in script. Do not print or allow the pupils to do so.

Be careful to secure low, soft, and pleasant tones in all concert work. Cultivate the habit of speaking softly yourself, and you will have better discipline in the school, and will more easily command attention to what you say.

The game of "Horns, Fur, Scales, or Feathers," can be used to great advantage as a means of accustoming the pupils to answer in full stories.

It is played in the following manner: If the teacher says "horns," the pupil called upon responds with the name of some animal having horns, as: "A cow has horns."

When the teacher says either "fur," "scales," or "feathers," the scholar designated names quickly, in return, some animal possessing one of them, thus: "The

bear has fur," "This goldfish has scales," "My canary has feathers," etc.

General expressions, such as, "A fish has scales," or "Birds have feathers," should not be accepted.

Answers should be prompt, and repetitions not allowed.

The Rhyming Game, which can be used in the latter part of the second year's work, is played as follows:—

The teacher thinks of an easy word of one syllable, as, *hat*; she mentions a word that rhymes with it, for instance, *fat*, saying, "I have a word that rhymes with *fat*," and she then writes the word *fat* upon the board.

The pupils think of a word that rhymes with this one, and define the word of which they have thought, without mentioning the word itself, thus: "Is it what you hit a ball with?" "Is it what you wipe your feet on?" "Does a cat eat it?" "Is it what you wear on your head?" etc.

As these guesses are made, the teacher responds, "No, it is not a *bat*," and writes the word *bat* under *fat*, and so on.

In answer to the last guess, she says, "Yes, it is *hat*," and places that word on the board, beneath the others.

The pupils should spell these words from the board, both by sounds and by letters.

I. A. C.

LANGUAGE LESSONS.



LESSON I.

Ask the pupils to look around the room and tell you what they see.

If they answer by one word, as *boy*, *girl*, etc., teach them to give a full sentence by saying, "Tell me the whole story."

Have them answer individually, in full sentences, without repeating what has been said; as, I see a girl; I see a boy; I see a slate; I see a dress; I see a stick; etc.

Place the above sentences on the board. Let the pupils read them, and carefully observe and talk about the capitals and periods.

Seat-work : Fill out the following stories, using the words *boy*, *girl*, *dress*, *hat*, *stick*, and *hand* : —

- | | |
|---------------|---------------|
| 1. I see a —. | 4. I see a —. |
| 2. I see a —. | 5. I see a —. |
| 3. I see a —. | 6. I see a —. |

Copy these stories.



LESSON II.

Ask the pupils to tell you what they have at home.

Have them answer individually, telling the *whole*

story, without repeating what has been said; as, I have a dog; I have a cat; I have a fan; I have a hen; I have a bed; etc.

Write these stories on the board.

Have the pupils observe and tell where the capitals and periods are.

Before proceeding to the seat-work, be sure to erase the examples from the board.

Seat-work: Fill out the following stories, using the words *dog*, *cat*, *fan*, *hen*, and *bed*:—

- | | |
|-------------------|-------------------|
| 1. I have a ____. | 4. I have a ____. |
| 2. I have a ____. | 5. I have a ____. |
| 3. I have a ____. | 6. I have a ____. |

Copy these stories very neatly.



LESSON III.

Ask the pupils to name some things that Fred has.

Have them answer individually, in a complete sentence; thus, Fred has a sled; Fred has a ship; Fred has a cat; Fred has a dog; Fred has a hen; Fred has a hat; Fred has a top; etc.

Place these stories on the board.

Have the pupils read them, and notice the capitals and periods.

Be careful to erase before the seat-work begins.

Seat-work: Fill out the following stories, using the words *dog*, *cat*, *hen*, *hat*, *sled*, and *ship*:—

- | | |
|---------------------|---------------------|
| 1. Fred has a ____. | 4. Fred has a ____. |
| 2. Fred has a ____. | 5. Fred has a ____. |
| 3. Fred has a ____. | 6. Fred has a ____. |

Copy these stories.

LESSON IV.

Let the pupils tell you what Nell has ; as, Nell has a fan ; Nell has a cat ; Nell has a doll ; Nell has a dress ; Nell has a hat ; Nell has a bag ; etc.

Place these stories on the board.

Have the pupils read them, and observe the capital letters and the periods.

Seat-work : Fill out the following stories, using the words *fan, cat, doll, hat, dress, and bag* : —

- | | |
|--------------------|--------------------|
| 1. Nell has a ———. | 4. Nell has a ———. |
| 2. Nell has a ———. | 5. Nell has a ———. |
| 3. Nell has a ———. | 6. Nell has a ———. |

Copy the stories.



LESSON V.

Ask the pupils to name some things Frank has ; as, Frank has a dog ; Frank has a ball ; Frank has a cat ; Frank has a ship ; Frank has a hen ; Frank has a hat ; etc.

Write these stories on the board.

Have your pupils read them, and notice the capitals and periods.

Do not forget to erase from the board before taking up the seat-work.

Of course you will write on the board the stories the pupils tell, as well as those here given.

Seat-work : Fill out the following stories, using for the purpose the words *ball, dog, cat, hen, hat, and ship* : —

- | | |
|---------------------|---------------------|
| 1. Frank has a ———. | 4. Frank has a ———. |
| 2. Frank has a ———. | 5. Frank has a ———. |
| 3. Frank has a ———. | 6. Frank has a ———. |

Copy these stories as neatly as you can.



LESSON VI.

The teacher should address the pupils as follows : —

“Mary, tell me of something Rosy has,” etc.

Call on all the pupils individually, by name, and require the answer to be in a full sentence. Do not allow the same thing to be mentioned twice ; *e.g.*, Rosy has a dog ; Rosy has a fan ; Rosy has a hat ; Rosy has a doll ; Rosy has a bird ; Rosy has a cat ; etc.

Place these stories on the board.

Have the pupils read them as you point, and call their attention to capitals and periods.

Erase before the written lesson.

NOTE. Tell the pupils at the close of each day's lesson what the next lesson will be about, so that they can think about it, and be ready with stories.

Seat-work : Fill out the following stories, using the words *dog, fan, hat, doll, bird, and cat* : —

- | | |
|--------------------|--------------------|
| 1. Rosy has a ———. | 4. Rosy has a ———. |
| 2. Rosy has a ———. | 5. Rosy has a ———. |
| 3. Rosy has a ———. | 6. Rosy has a ———. |

Copy these stories.

LESSON VII.

Question the pupils as follows:—

“How many things can you name that Tom has?”
thus, Tom has a frog; Tom has a stick; Tom has a beetle; Tom has a nest; Tom has a fly; Tom has a pig; etc.

Write the stories, as they are told, on the board.

Have the pupils read the stories after all are written, and see that they notice the capitals and periods.

Seat-work: Fill out the following stories, using for that purpose the words *frog*, *stick*, *beetle*, *nest*, *fly*, and *pig*:—

- | | |
|-------------------|-------------------|
| 1. Tom has a ———. | 4. Tom has a ———. |
| 2. Tom has a ———. | 5. Tom has a ———. |
| 3. Tom has a ———. | 6. Tom has a ———. |

Copy these stories. Write with care.



LESSON VIII.

Have each pupil name something Bessy has, but always in a full sentence, without repeating what has been said by another; as, Bessy has a cat; Bessy has a doll; Bessy has a bed; Bessy has a box; Bessy has a bird; Bessy has a hen; etc.

Place these stories on the board.

Have the pupils read them, and notice capitals and periods.

Do not allow answers to be given in a drawling or

hesitating manner. Promptness in reply will keep up and increase interest in the work.

Seat-work : Fill out the following stories, using the words *cat, doll, bed, box, bird, and hen* : —

- | | |
|-------------------|-------------------|
| 1. Bessy has a —. | 4. Bessy has a —. |
| 2. Bessy has a —. | 5. Bessy has a —. |
| 3. Bessy has a —. | 6. Bessy has a —. |

Copy these stories.



LESSON IX.

Call upon the pupils in the following manner: —

“Name as many things as you can that belong to Harry”; as, Harry has a dog; Harry has a bat; Harry has a ball; Harry has a top; Harry has a kite; Harry has a frog; etc.

Place these stories on the board.

Have your pupils read them, and notice where there are capitals and periods.

Remember what has been said at the beginning about the misuse of the words *got, seen, and now*. Do not allow a pupil to say, for instance, “Harry’s got a dog.”

Seat-work : Fill out the following stories with the words *dog, bat, ball, top, kite, and frog* : —

- | | |
|-------------------|-------------------|
| 1. Harry has a —. | 4. Harry has a —. |
| 2. Harry has a —. | 5. Harry has a —. |
| 3. Harry has a —. | 6. Harry has a —. |

Copy these stories neatly.

LESSON X.

Ask the pupils to tell you everything that Belle has.

Have them answer, one at a time, in *whole stories*, not repeating what has been said; as, Belle has a fan; Belle has a bird; Belle has a doll; Belle has a dress; Belle has a hat; Belle has a bag; etc.

Place these stories, as they are given by the pupils, on the board. If the pupils do not of their own accord mention the objects here named, suggest them yourself, so as to be sure that they are known and written on the board.

Erase, as already directed, before proceeding with the seat-work.

Seat-work: Fill out the following blanks so as to make complete stories. Use the words *fan, bird, doll, dress, hat, and bag*:—

- | | |
|-------------------|-------------------|
| 1. Belle has a —. | 4. Belle has a —. |
| 2. Belle has a —. | 5. Belle has a —. |
| 3. Belle has a —. | 6. Belle has a —. |

Always copy the stories after you have finished them.



LESSON XI.

Let the pupils tell you something the boy has.

Have them answer in *whole stories*; as, The boy has a fish; The boy has a trap; The boy has a rat; The boy has a hat; The boy has a ball; The boy has a bat; etc.

Write the stories on the board. The pupils must read them and tell you where there are capitals and periods.

Do not interrupt a pupil in the course of his answer, no matter how incorrect it may promise to be. Let him finish what he has to say, and then make the correction, or allow another pupil to do it.

Seat-work: Fill out the following stories, using the words *fish, trap, rat, hat, ball, and bat*:—

- | | |
|---------------------|---------------------|
| 1. The boy has a —. | 4. The boy has a —. |
| 2. The boy has a —. | 5. The boy has a —. |
| 3. The boy has a —. | 6. The boy has a —. |

Copy all the stories you have made.



LESSON XII.

Have some one tell what the boy has, and call the boy *he*; as, He has a dog; He has a hat; He has a kite; He has a ball; He has a bat; He has a nest; etc.

Write on the board, and proceed as before.

Erase all board-work before the pupils begin to write.

Seat-work: Fill out the following stories, using the words *dog, hat, kite, ball, bat, and nest*:—

- | | |
|----------------|----------------|
| 1. He has a —. | 4. He has a —. |
| 2. He has a —. | 5. He has a —. |
| 3. He has a —. | 6. He has a —. |

Copy the above, and make some more stories.



LESSON XIII.

Address the pupils as follows: “Nancy, tell something the girl has”; as, The girl has a doll; The girl

has a cat; The girl has a dress; The girl has a bag; The girl has a bird; The girl has a hat; etc.

Write all the stories on the board. Have the class read them, and point out the capitals and periods.

Cultivate the use of soft, low tones at all times, and especially in concert-work.

Seat-work: Fill out the following stories, so as to make complete sentences, using the words *doll*, *cat*, *dress*, *bag*, *bird*, and *hat*:—

- | | |
|----------------------|----------------------|
| 1. The girl has a —. | 4. The girl has a —. |
| 2. The girl has a —. | 5. The girl has a —. |
| 3. The girl has a —. | 6. The girl has a —. |

Copy these stories, and make others like them.



LESSON XIV.

Question the pupils as follows: “Who can tell something a girl has, and call the girl *she*?” as, She has a doll; She has a fan; She has a bird; She has a dress; She has a bed; She has a cat; She has a hen; etc.

Place the stories on the board.

Have the pupils read what has been written, and notice that *she* means the girl.

Erase all this work before the pupils write.

Seat-work: Fill out the following stories, using for that purpose the words *doll*, *fan*, *bird*, *cat*, *hen*, and *bed*:—

- | | |
|-----------------|-----------------|
| 1. She has a —. | 4. She has a —. |
| 2. She has a —. | 5. She has a —. |
| 3. She has a —. | 6. She has a —. |

Copy all these stories, and make three others.

LESSON XV.

Ask the pupils to tell you everything they can think of that a boy has; as, The boy has a fish; The boy has a frog; The boy has a bird; The boy has a hen; The boy has a sled; The boy has a stick; etc.

Write what they tell you on the board.

Draw attention to the capitals and periods as the pupils read from the board.

Call most frequently on those who answer least promptly.

Seat-work: Supply the blanks in the following stories with the words *fish*, *frog*, *bird*, *hen*, *sled*, and *stick*: —

- | | |
|---------------------|---------------------|
| 1. The boy has a —. | 4. The boy has a —. |
| 2. The boy has a —. | 5. The boy has a —. |
| 3. The boy has a —. | 6. The boy has a —. |

Copy these stories, and make four more.



LESSON XVI.

Call by name upon those pupils who do not promptly take part in the exercises.

Ask for something a boy has, the pupil to point to a boy and call him *you*; as, You have a ship; You have a sled; You have a top; You have a trap; You have a stick; You have a nest; etc.

Write all that are given on the board.

Let the pupils read from the board, and show them that *you* means the boy.

Be sure that no pupil writes with *print* letters. Call attention to the models on their blocks, and have them try to write as much as possible like them.

Seat-work: Fill out the blanks in the following stories by using the words *ship*, *sled*, *top*, *trap*, *stick*, and *nest*:—

- | | |
|---------------------|---------------------|
| 1. You have a ____. | 4. You have a ____. |
| 2. You have a ____. | 5. You have a ____. |
| 3. You have a ____. | 6. You have a ____. |

Copy the stories just made, and write more like them. Show the teacher what you have done.



LESSON XVII.

Ask questions like the following: "Who can name some things a girl has?" thus, The girl has a fan; The girl has a hat; The girl has a bed; The girl has a doll; The girl has a duck; The girl has a box; etc.

Place all the stories on the board, and let the pupils read them.

Call on each pupil in turn to tell where are the capitals and periods.

Erase all board-work before the seat-work is taken up.

Seat-work: Fill out the blanks in the following stories with the following words: *fan*, *hat*, *bed*, *doll*, *duck*, and *box*.

- | | |
|-------------------------|-------------------------|
| 1. The girl has a ____. | 4. The girl has a ____. |
| 2. The girl has a ____. | 5. The girl has a ____. |
| 3. The girl has a ____. | 6. The girl has a ____. |

NOTE. Review daily some former lesson, to be sure that it has been understood and learned.

LESSON XVIII.

Question the pupils as follows: "What things has the girl?" Call the girl *you*, and say, You have a hen; You have a cat; You have a dog; You have a fan; You have a bird; You have a rose; etc.

Write the stories on the board, and have the pupils see that *you* means the girl when you speak directly to her.

Seat-work: Complete the following stories by putting in the words *hen, cat, dog, fan, bird, and rose*:—

- | | |
|------------------|------------------|
| 1. You have a —. | 4. You have a —. |
| 2. You have a —. | 5. You have a —. |
| 3. You have a —. | 6. You have a —. |

Copy these stories, and write some others like any stories you have written or told.



LESSON XIX.

Ask the pupils to name everything in the room they can touch.

Call upon one at a time. Let them answer in full sentences, without repeating what others have mentioned.

Have them touch each object as they speak of it. Let them say: This is a boy; This is a girl; This is a bag; This is a desk; This is a bell; This is a stick; etc.

Place these stories on the board. Cause the pupils to read them. Show the pupils that *this* means something near, or something they can touch.

Do not permit hesitation in answering.

Seat-work : Fill out the blanks in the following sentences with the words *boy, girl, bag, desk, bell, and stick* :—

- | | |
|-----------------|-----------------|
| 1. This is a —. | 4. This is a —. |
| 2. This is a —. | 5. This is a —. |
| 3. This is a —. | 6. This is a —. |

Make neat copies of these stories, and see how many you can write like them. By and by you will like to make your own stories.



LESSON XX.

Require your pupils to tell you some things they themselves have, and to touch each object as they name it; thus, This is my dress (touching it); This is my bag; This is my hand; This is my slate; This is my hat; This is my top; This is my string; This is my desk; etc.

Place all these stories on the board, and let your pupils read them.

Show the pupils that *this* means something near at hand.

Be careful to cultivate a pleasant tone of voice in all concert-work.

Seat-work : Write words in the blanks here shown, so as to make complete stories, using for that purpose *dress, bag, hand, slate, hat, top, and string* :—

- | | |
|------------------|------------------|
| 1. This is my —. | 4. This is my —. |
| 2. This is my —. | 5. This is my —. |
| 3. This is my —. | 6. This is my —. |

Copy these stories, and write some more of your own.

LESSON XXI.

Have your pupils name everything they can touch belonging to a boy, and tell them, instead of *the boy's* to say, *his*; as, This is his desk; This is his slate; This is his hand; This is his hat; This is his bag; This is his string; etc.

Place all the stories on the board.

Have the pupils read what you have written, and observe that *his* means *the boy's*.

Leave nothing on the board to be copied when the class is at seat-work.

Seat-work: Fill out the following stories, using the words *desk*, *hand*, *hat*, *slate*, *bag*, and *string*: —

- | | |
|-------------------|-------------------|
| 1. This is his —. | 4. This is his —. |
| 2. This is his —. | 5. This is his —. |
| 3. This is his —. | 6. This is his —. |

Copy these stories, and make more like them.



LESSON XXII.

Let the pupils tell you everything they can touch belonging to a girl, and, instead of *the girl's*, say *her*; as, This is her hat; This is her desk; This is her slate; This is her bag; This is her hand; This is her dress; etc.

Place these stories on the board.

The pupils are to read what you have written, and observe that *her* means belonging to the girl.

Secure prompt answers in every case. A lazy mental

habit is hard to overcome, and should therefore not be formed.

Seat-work : Fill the blanks below, using the words *dress, hand, bag, slate, desk, and hat* : —

- | | |
|-------------------|-------------------|
| 1. This is her —. | 4. This is her —. |
| 2. This is her —. | 5. This is her —. |
| 3. This is her —. | 6. This is her —. |

Copy these completed stories, and make others.



LESSON XXIII.

Ask the pupils, one at a time, to tell you everything they can touch belonging to a boy, and for *the boy's*, say *your* ; as, This is your hat ; This is your slate ; This is your desk ; This is your hand ; This is your bag ; This is your book ; etc.

Write the stories on the board. Have the pupils read them, and observe that *this* means something near ; that *your* means *the boy's*.

The teacher will notice that in the directions for seat-work different expressions are used to mean the same thing. Call the attention of the pupils to the new expressions, and see that they know what is meant, but do not make long explanations.

Seat-work : Finish the following stories by adding the words *book, bag, hand, desk, slate, and hat* : —

- | | |
|--------------------|--------------------|
| 1. This is your —. | 4. This is your —. |
| 2. This is your —. | 5. This is your —. |
| 3. This is your —. | 6. This is your —. |

Copy the above, and make three others like them.

LESSON XXIV.

Let the class tell you everything they can touch belonging to a girl, and say *your* instead of *the girl's*; as, This is your slate; This is your hat; This is your book; This is your hand; This is your desk; This is your dress; etc.

Write on the board what they tell. The pupils will then read the stories, and notice that *this* mean something near, and that *your* means *the girl's*.

Seat-work: Fill out the following stories with the words *slate, book, hand, desk, dress, and hat*:—

- | | |
|--------------------|--------------------|
| 1. This is your —. | 4. This is your —. |
| 2. This is your —. | 5. This is your —. |
| 3. This is your —. | 6. This is your —. |

Copy these stories, and make more. Do you like to write?



LESSON XXV.

Ask the pupils to tell you everything this boy has, touching the boy of whom they speak; as, This boy has a dog; This boy has a cat; This boy has a slate; This boy has a book; This boy has a top; This boy has a ball; etc.

Write these stories on the board. Have them read by all the pupils, and show that *this* means near.

Remind them of the capitals and periods.

Seat-work: Fill out the following blanks so as to make stories, using the words *ball, top, book, slate, cat,* and *dog* : —

- | | |
|----------------------|----------------------|
| 1. This boy has a —. | 4. This boy has a —. |
| 2. This boy has a —. | 5. This boy has a —. |
| 3. This boy has a —. | 6. This boy has a —. |

Copy these stories, and make some more.



LESSON XXVI.

Ask for everything this girl has, touching the girl of whom the pupils speak ; as, This girl has a doll ; This girl has a slate ; This girl has a dress ; This girl has a fan ; This girl has a desk ; This girl has a cat ; etc.

Write the stories on the board.

Let the class read what you have written, and observe that *this* means something near.

Call attention to the capitals and periods.

Seat-work: Finish the following stories, using the words *cat, desk, fan, dress, slate,* and *doll* : —

- | | |
|-----------------------|-----------------------|
| 1. This girl has a —. | 4. This girl has a —. |
| 2. This girl has a —. | 5. This girl has a —. |
| 3. This girl has a —. | 6. This girl has a —. |

Copy and make more of these stories. Show your work to the teacher.

NOTE. Encourage the pupils to make as great variety as they can in the stories which they write, after they have copied the lesson.

LESSON XXVII.

Have the pupils tell you everything they see, and can point to, saying, as they point, That is a boy; That is a girl; That is a slate; That is a stick; That is a hat; That is a bag; etc.

Place all the stories told by your pupils on the board. Have the class read them, and observe that *that* means something not very near.

Remember what has been said about the use of slang and meaningless and superfluous words. Try to detect the principal fault in these respects to which the pupils are prone in school or out of it. Make it a habit with them to acknowledge the error.

Seat-work: Fill out the following stories with the words *bag, hat, stick, slate, girl, and boy*: —

- | | |
|-----------------|-----------------|
| 1. That is a —. | 4. That is a —. |
| 2. That is a —. | 5. That is a —. |
| 3. That is a —. | 6. That is a —. |

Copy these stories, and make four others like them.

Are you writing better than when you began? Ask the teacher to show you the first lesson you wrote.



LESSON XXVIII.

Ask your pupils to tell you everything they can point to that belongs to themselves; as, That is my hat; That is my slate; That is my book; That is my bag; That is my dress; That is my desk; etc.

Place these stories on the board. Have the pupils read them, and notice that *that* means something not very near.

Let them point out the capitals and periods.

Seat-work: Fill the blanks below, using the words *desk, dress, bag, book, slate, and hat* : —

- | | |
|------------------|------------------|
| 1. That is my —. | 4. That is my —. |
| 2. That is my —. | 5. That is my —. |
| 3. That is my —. | 6. That is my —. |

Copy these stories, and make five more.



LESSON XXIX.

Let your pupils tell everything that a boy has, and for *the boy's* say *his* ; as, That is his hat ; That is his desk ; That is his book ; That is his hand ; That is his slate ; That is his ball ; etc.

Place all the stories on the board.

Have the class, together and singly, read what you have written.

Teach them that *that* means something not near.

Work with zeal and interest, but do not hurry.

Seat-work: Fill out the following stories, using the words *ball, slate, hand, book, desk, and hat* :

- | | |
|-------------------|-------------------|
| 1. That is his —. | 4. That is his —. |
| 2. That is his —. | 5. That is his —. |
| 3. That is his —. | 6. That is his —. |

Copy the above, and make more. You should now be able to write quite neatly. Do you? Keep your paper clean.

LESSON XXX.

Ask your pupils to tell you everything a girl has, and instead of *the girl's* say *her*; as, That is her bag; That is her book; That is her slate; That is her desk; That is her hand; That is her hat; etc.

Write these stories on the board.

Have the pupils read them all, and observe the use of *that* and its meaning.

Call their attention to the capitals and periods.

Seat-work: Complete the following stories, using the words *hat, hand, desk, slate, book, and bag*:—

- | | |
|---------------------|---------------------|
| 1. That is her ———. | 4. That is her ———. |
| 2. That is her ———. | 5. That is her ———. |
| 3. That is her ———. | 6. That is her ———. |

Copy all of these stories, and make others of your own.

Ask the teacher to let you carry home some of your work to show to your parents.



LESSON XXXI.

Ask the pupils to name everything to which they can point belonging to a boy, and to say *your* instead of *the boy's*; thus, That is your head; That is your book; That is your slate; That is your hat; That is your hand; That is your string; etc.

Write these stories in script on the blackboard.

Have the pupils read what is written, and notice that *your* means *the boy's*. Also remind them that *that* means something not near at hand.

Let the pupils tell where the capitals and periods belong.

Seat-work: Fill out the following stories, using the words *head, slate, book, hat, hand, string*: —

- | | |
|--------------------|--------------------|
| 1. That is your —. | 4. That is your —. |
| 2. That is your —. | 5. That is your —. |
| 3. That is your —. | 6. That is your —. |

Copy these stories, and write some more like them.



LESSON XXXII.

Ask the pupils to name everything to which they can point belonging to a girl. Have them say *your* instead of *the girl's*; thus, That is your book; That is your desk; That is your dress; That is your bag; That is your head; That is your ring; etc.

Place these stories on the board.

Require the class to read all you have written, and observe that *your* means *the girl's*, and that *that* means what is not near.

Let the pupils point out the capitals and periods.

Seat-work: Fill out the following stories with the words *ring, head, bag, dress, desk, and book*: —

- | | |
|--------------------|--------------------|
| 1. That is your —. | 4. That is your —. |
| 2. That is your —. | 5. That is your —. |
| 3. That is your —. | 6. That is your —. |

Copy the stories, and make some more like them.

LESSON XXXIII.

Ask the pupils to point to or touch everything they can see, and tell you about it; thus, It is a clock; It is a desk; It is a dress; It is a bag; It is a ring; It is a book; etc.

Place the stories they make on the board.

Let the pupils tell where to place the capitals and periods.

Have the class read the stories, but be careful not to call in the same order on any two pupils.

Seat-work : Fill the blanks in the following stories with the words *clock*, *ring*, *book*, *bag*, *dress*, and *slate* : —

- | | |
|---------------|---------------|
| 1. It is a —. | 4. It is a —. |
| 2. It is a —. | 5. It is a —. |
| 3. It is a —. | 6. It is a —. |

Copy these stories, and tell some more like them.



LESSON XXXIV.

Ask the pupils to name everything they can point to or touch belonging to themselves; as, It is my pencil; It is my ring; It is my slate; It is my dress; It is my head; It is my book; etc.

Write the stories on the board.

Cause the pupils to tell where the capitals and periods belong.

Have what is written now read by all the pupils.

Erase all board-work except names of objects, before the pupils write at their seats.

Seat-work : Fill out the following stories, using the words *pencil, head, ring, book, slate, and dress* : —

- | | |
|----------------|----------------|
| 1. It is my —. | 4. It is my —. |
| 2. It is my —. | 5. It is my —. |
| 3. It is my —. | 6. It is my —. |

Copy the stories, and make more of the same kind.

Write with care. Keep your paper clean.



LESSON XXXV.

Let the pupils name everything they can touch or point to belonging to a boy. Instead of *the boy's*, let them say *his* ; thus, It is his top ; It is his pencil ; It is his coat ; It is his head ; It is his hat ; It is his string ; etc.

Write all the stories on the board as the pupils give them.

As you write, call on some pupil to tell where the capitals and periods belong.

Occasionally omit a capital or period, and lead the class to discover the mistake of their own accord.

Have every pupil read the stories. Skip about as you point to them so that their order of arrangement will not be memorized.

Seat-work : Finish the following stories by use of the words *coat, top, pencil, head, hat, and string* : —

- | | |
|-----------------|-----------------|
| 1. It is his —. | 4. It is his —. |
| 2. It is his —. | 5. It is his —. |
| 3. It is his —. | 6. It is his —. |

Copy all these stories, and make some more like them.

LESSON XXXVI.

Ask the pupils to name everything they can touch or point to belonging to a girl. Have them say *her* instead of *the girl's*; as, It is her shawl; It is her pencil; It is her slate; It is her head; It is her book; It is her ring; etc.

Write these stories on the board in script.

As you write, ask the pupils, one at a time, where to put capitals and periods.

Have the stories read.

Let the pupils tell you that *her* means *the girl's*.

Teach the class to spell each new word phonetically, and pronounce it until they get it right.

Seat-work: Fill out the following stories, using the words *ring*, *shawl*, *pencil*, *slate*, *head*, and *book*:—

- | | |
|-----------------|-----------------|
| 1. It is her —. | 4. It is her —. |
| 2. It is her —. | 5. It is her —. |
| 3. It is her —. | 6. It is her —. |

Copy the above, and make more stories.

Once a week ask the teacher to let you carry home a lesson you have written.



LESSON XXXVII.

Ask the pupils to name everything they can touch or point to belonging to a boy, and have them say *your* instead of *the boy's*; as, It is your hair; It is your pencil; It is your book; It is your coat; It is your string; It is your head; etc.

Write these stories on the board in script, asking the pupils where to place the capitals and periods.

Have the pupils read all that is written.

The pupils must notice and tell you that *your* means *the boy's*.

Do not have the stories read in the same order by two or more pupils.

Seat-work: Fill the blanks in the following stories, using the words *hair, pencil, coat, head, book, string*: —

- | | |
|------------------|------------------|
| 1. It is your —. | 4. It is your —. |
| 2. It is your —. | 5. It is your —. |
| 3. It is your —. | 6. It is your —. |

Copy these stories, and make other ones.



LESSON XXXVIII.

Have the pupils name everything they can touch or point to belonging to a girl, and for *the girl's* say *your*; as, It is your dress; It is your head; It is your shawl; It is your ring; It is your book; It is your slate; etc.

Write these stories on the board in script.

As you write, ask the pupils where to place capitals and periods.

Have the pupils read all the stories, and observe and tell that *your* means *the girl's*.

Do your pupils recite promptly?

Call often on the slower ones.

Seat-work: Finish the following stories with the words *ring, head, shawl, book, slate, and dress*: —

- | | |
|------------------|------------------|
| 1. It is your —. | 4. It is your —. |
| 2. It is your —. | 5. It is your —. |
| 3. It is your —. | 6. It is your —. |

Copy these stories, and make more.

Can you now write better than when you began?



LESSON XXXIX.

Ask the pupils to name everything they see, having them touch the object of which they speak, and saying, Here is a table; Here is a desk; Here is a boy; Here is a girl; Here is a shawl; Here is a coat, etc.

Write these stories on the board in script, requiring the pupils to tell where to place the capitals and periods.

Have the stories read, and lead the pupils to observe and tell that *here* means something near.

Let the pupils repeat in concert, as well as individually, what *here* means.

Be careful in all concert-work to secure a pleasant tone, and one not too loud. A loud, screaming voice will induce coarseness of manners and want of respect for the teacher.

Seat-work: Fill out the following stories by use of the words *table, desk, shawl, girl, boy, and coat* : —

- | | |
|-----------------|-----------------|
| 1. Here is a —. | 4. Here is a —. |
| 2. Here is a —. | 5. Here is a —. |
| 3. Here is a —. | 6. Here is a —. |

Copy the stories, and write some more.

LESSON XL.

Ask the pupils to name everything they can touch belonging to a boy, and have them say *his* instead of *the boy's*; as, Here is his coat; Here is his book; Here is his slate; Here is his pencil; Here is his desk; Here is his head; etc.

Write these stories on the board in script.

Require the pupils to tell where the capitals and periods belong.

Have the stories read, and lead the pupils to observe and tell that *here* means something near. Also that *his* means *the boy's*.

The habit of answering in complete sentences should now be pretty well established. Do not relax vigilance in this respect.

NOTE. Keep the words *got*, *seen*, and *now* on the board, cancelled; thus, ~~got~~, ~~seen~~, ~~now~~; and point to them when they are misused.

Seat-work: Fill the blanks in these stories, using for that purpose the words *coat*, *book*, *slate*, *pencil*, *desk*, and *head*: —

- | | |
|-------------------|-------------------|
| 1. Here is his —. | 4. Here is his —. |
| 2. Here is his —. | 5. Here is his —. |
| 3. Here is his —. | 6. Here is his —. |

Copy these stories, and see if you can write more stories similar to them.

NOTE. Review often what has been taught.

LESSON XLI.

Ask the pupils to name everything of their own that they can touch ; thus, Here is my coat ; Here is my shawl ; Here is my top ; Here is my ball ; Here is my head ; Here is my pencil ; etc.

Write all the stories on the board in script.

Cause the pupils to tell where to put capitals and periods as you are writing. See if they can catch you making a mistake.

Have the stories read.

Seat-work : Complete the following stories by inserting the words *coat, ball, shawl, top, pencil, and head* : —

- | | |
|------------------|------------------|
| 1. Here is my —. | 4. Here is my —. |
| 2. Here is my —. | 5. Here is my —. |
| 3. Here is my —. | 6. Here is my —. |

Copy these stories, and tell some more like them.

Have you taken home any papers this week ?



LESSON XLII.

The pupils are to name everything they can that belongs to a girl, and for *the girl's* say *her* ; as, Here is her book ; Here is her pencil ; Here is her desk ; Here is her ring ; Here is her slate ; Here is her dress ; etc.

Write these stories on the board in script, asking the pupils where to place the capitals and periods.

Have the pupils read the stories, and observe that *her* means *the girl's*.

NOTE. The teacher will see that every pupil understands, at least in a general way, the meaning of each new expression in the directions for seat-work.

Seat-work : Fill out the following stories by inserting the words *dress, slate, ring, desk, pencil, and book*, in the proper places : —

- | | |
|-------------------|-------------------|
| 1. Here is her —. | 4. Here is her —. |
| 2. Here is her —. | 5. Here is her —. |
| 3. Here is her —. | 6. Here is her —. |

Copy all these stories, and tell some others like them.



LESSON XLIII.

Let the pupils name everything they can touch that belongs to a boy, and instead of *the boy's* say *your* ; as, Here is your hat ; Here is your coat ; Here is your book ; Here is your pencil ; Here is your desk ; Here is your hair ; etc.

Write these stories on the board, asking the pupils, one at a time, where to place the capitals and periods.

Have the class read all you have written, and notice that *here* means something near, and *your* means *the boy's*.

Keep up the interest by never calling for recitations in the same way from all the pupils, or in the same order every day.

Seat-work : Fill the following blanks by inserting the words *hair, desk, pencil, book, coat, and hat* : —

- | | |
|--------------------|--------------------|
| 1. Here is your —. | 4. Here is your —. |
| 2. Here is your —. | 5. Here is your —. |
| 3. Here is your —. | 6. Here is your —. |

LESSON XLIV.

Ask the pupils to name everything they can touch that belongs to a girl. For *the girl's* say *your*; as, Here is your ring; Here is your head; Here is your hair; Here is your book; Here is your slate; Here is your face; etc.

Write the stories on the board. Ask the pupils to say where the capitals and periods should be placed.

Have all the stories read by the class, sometimes in concert and sometimes singly.

The pupils will tell that *here* means something near, and *your* means *the girl's*.

Seat-work: Insert the words *face*, *slate*, *book*, *hair*, *head*, and *ring* in the following blanks so as to make complete stories:—

- | | |
|--------------------|--------------------|
| 1. Here is your —. | 4. Here is your —. |
| 2. Here is your —. | 5. Here is your —. |
| 3. Here is your —. | 6. Here is your —. |



LESSON XLV.

Ask the pupils to name everything at which they can point in some picture you place before them for that purpose.

Have them use the word *there*.

Select a few of the stories to write on the board.

As you write, let the pupils tell where to place the capitals and periods.

Have the pupils read all you have written.

They will tell you, one at a time, that *there* means not near.

Seat-work: Finish the following stories with the names of the objects in the picture:—

- | | |
|--------------------|--------------------|
| 1. There is a ———. | 4. There is a ———. |
| 2. There is a ———. | 5. There is a ———. |
| 3. There is a ———. | 6. There is a ———. |



LESSON XLVI.

Ask the pupils to name everything at which they can point belonging to themselves; as, There is my hat; There is my shawl; There is my book; There is my pencil; There is my slate; There is my teacher; etc.

Write these stories on the board in script, asking the pupils where to place the capitals and periods, etc.

Have the pupils read what is written, and observe and tell that *there* means something not near.

Are your pupils improving in the use of language? Do they answer promptly and with full sentences? Are former habits of misusing words disappearing?

Give close attention to the slower minds.

Seat-work: Fill out the following stories, using the words *teacher, slate, pencil, book, shawl, and hat*:—

- | | |
|---------------------|---------------------|
| 1. There is my ———. | 4. There is my ———. |
| 2. There is my ———. | 5. There is my ———. |
| 3. There is my ———. | 6. There is my ———. |

NOTE. The teacher will often compare the work with that of former lessons, so that the pupils may see their improvement.

LESSON XLVII.

Pupils will name everything at which they can point belonging to a boy, and for *the boy's* say *his*; as, There is his ball; There is his hat; There is his slate; There is his coat; There is his face; There is his head; etc.

Write these stories on the board.

As you write, ask the pupils where to place the capitals and periods.

Have the pupils read the stories, and tell that *there* means something not near, and that *his* means *the boy's*.

Seat-work : Fill the blanks below with the words *hat, slate, coat, face, head, and ball* : —

- | | |
|--------------------|--------------------|
| 1. There is his —. | 4. There is his —. |
| 2. There is his —. | 5. There is his —. |
| 3. There is his —. | 6. There is his —. |



LESSON XLVIII.

Ask the pupils to name everything at which they can point belonging to a girl. Instead of *the girl's* let them say *her*; thus, There is her shawl; There is her hat; There is her bag; There is her book; There is her slate; There is her ring; etc.

Write all the stories on the board, and require the pupils to tell you where to put capitals and periods.

Have the pupils read all you have written. Draw their attention to the fact that *there* in these sentences means not near; also that *her* means *the girl's*.

Seat-work: Fill out the stories here given with the words *ring, slate, book, bag, hat, and shawl*: —

- | | |
|--------------------|--------------------|
| 1. There is her —. | 4. There is her —. |
| 2. There is her —. | 5. There is her —. |
| 3. There is her —. | 6. There is her —. |



LESSON XLIX.

Let the pupils name everything they see in the room belonging to some boy. Instead of saying *the boy's*, have them speak of *your* things; as, There is your top; There is your string; There is your desk; There is your nose; There is your head; There is your book; etc.

Write all the stories on the board.

Have the pupils tell, as you write, whether you place the capitals and periods properly.

Let the class read what is on the board, but skip about so that the pupils may see each sentence as you point to it.

Call upon different pupils to say that *there* means something not near; also that *your* in these cases means *the boy's*.

Seat-work: Complete the following stories by inserting the words *book, head, nose, desk, top, and string*: —

- | | |
|---------------------|---------------------|
| 1. There is your —. | 4. There is your —. |
| 2. There is your —. | 5. There is your —. |
| 3. There is your —. | 6. There is your —. |

LESSON L.

Have the pupils name everything at which they can point belonging to a girl. For *the girl's* say *your*; as, There is your teacher; There is your desk; There is your hat; There is your shawl; There is your book; There is your pencil; etc.

Write what they tell you on the board.

Cause the pupils to watch closely to see whether you misplace the capitals and periods.

Let the pupils read all you have written.

The class should tell that *there* means something not near, and *your* means *the girl's*.

NOTE. The teacher will now note the progress of her pupils by comparing the later work with that of the beginning. Try to discover where difficulties exist. Keep them specially in mind, and devise means by which the pupils may overcome them.

Consider also the relative progress of the pupils, and hereafter give most attention to backward ones. It is better to have a uniform grade of excellence, even if not so high, than to have a few members of the class so much ahead of the larger number as is common. Apply to your class the maxim that a chain is no stronger than its weakest link.

Seat-work: Finish the following stories by using the words *pencil, book, shawl, hat, desk, and teacher*: —

- | | |
|---------------------|---------------------|
| 1. There is your —. | 4. There is your —. |
| 2. There is your —. | 5. There is your —. |
| 3. There is your —. | 6. There is your —. |

LANGUAGE LESSONS.

LESSON I.

THE pupils should name everything they can see in a picture which you hold before them ; thus, I see a —— ; I see a —— ; etc.

Select a few of the sentences they give you to write on the board. Do not print or allow the pupils to do so.

Let the pupils tell where to place the capitals and periods.

Have the class collectively and singly read the stories, and talk about the objects named.

Seat-work : Fill the following blanks with the names of the objects in the picture, so as to make complete sentences : —

- | | |
|----------------|----------------|
| 1. I see a ——. | 4. I see a ——. |
| 2. I see a ——. | 5. I see a ——. |
| 3. I see a ——. | 6. I see a ——. |

Copy these stories, and make some more with your pencils.

LESSON II.

Ask the pupils to name everything Frank has, and have them begin with *this* ; as, This is Frank and his

dog; This is Frank and his nest; This is Frank and his sled; This is Frank and his papa; This is Frank and his fox; This is Frank and his cat; etc.

Write these stories on the board in script, asking the pupils to tell where to place periods and capitals.

Have the pupils read them, and observe and tell that *this* means something near, and *his* means *Frank's*.

Seat-work : Fill out the following stories, using the words *cat, fox, papa, shed, nest, and dog* : —

1. This is Frank and his —.
2. This is Frank and his —.
3. This is Frank and his —.
4. This is Frank and his —.
5. This is Frank and his —.
6. This is Frank and his —.

See how neatly you can write.



LESSON III.

Let the pupils name everything Rosy has. They should begin each story with *this*; as, This is Rosy and her doll; This is Rosy and her bird; This is Rosy and her hen; This is Rosy and her fan; This is Rosy and her cat; This is Rosy and her dog; etc.

Write all these stories on the board in script.

Ask the pupils where to place the capitals and periods.

The pupils are to read what you have written, and observe and tell that *this* means something near, and that *her* means *the girl's*.

Require the pupils to answer in complete sentences.

Seat-work : Finish the following stories, using the words *dog, cat, fan, hen, bird, and doll* : —

1. This is Rosy and her —.
2. This is Rosy and her —.
3. This is Rosy and her —.
4. This is Rosy and her —.
5. This is Rosy and her —.
6. This is Rosy and her —.



LESSON IV.

Ask the pupils to name everything Fred has, as though they were looking at a picture.

Begin with *that* ; as, That is Fred and his ship ; That is Fred and his fish ; That is Fred and his rabbits ; That is Fred and his eggs ; That is Fred and his book ; That is Fred and his slate ; etc.

Write these stories on the board in script, requiring the pupils to tell where to place the capitals and periods.

See if they can catch you in an error.

Have the pupils read all you have written, and observe and say that *that* means something not near, and that *his* means *Fred's*.

Let them repeat together, and one at a time, the words *that* and *his* as here used.

Seat-work : Fill out the following stories, using the words *book, slate, eggs, rabbits, fish, and ship* : —

1. That is Fred and his —.
2. That is Fred and his —.
3. That is Fred and his —.
4. That is Fred and his —.
5. That is Fred and his —.
6. That is Fred and his —.



LESSON V.

Let the pupils name everything Bessy has, and begin each story with *that*; as, That is Bessy and her doll; That is Bessy and her papa; That is Bessy and her cat; That is Bessy and her dog; That is Bessy and her cow; That is Bessy and her rabbits; etc.

Write these stories on the board in script, and ask the pupils where to place the capitals and periods.

Have the pupils read the stories, and observe and tell that *that* means something not near, and that *her* means *Bessy's*.

Cultivate soft and pleasant tones of voice in yourself and pupils. It is better than discipline by force.

Seat-work: Complete the following stories, using for the purpose the words *cow*, *dog*, *cat*, *papa*, *rabbits*, and *doll*: —

1. That is Bessy and her —.
2. That is Bessy and her —.
3. That is Bessy and her —.
4. That is Bessy and her —.
5. That is Bessy and her —.
6. That is Bessy and her —.

LESSON VI.

Ask the pupils to name everything Harry has, and let them begin with *here*; as, Here is Harry and his cow; Here is Harry and his ship; Here is Harry and his fish; Here is Harry and his hens; Here is Harry and his kite; Here is Harry and his sled; etc.

Write the stories they make on the board in script. As you write, the pupils must say where the capitals and periods are to be placed.

Have the class read the stories, and observe and tell you that *here* means something near, and that *his* means *Harry's*.

Seat-work: Fill the following blanks with the words *ship*, *fish*, *cow*, *hen*, *sled*, and *kite*:—

1. Here is Harry and his —.
2. Here is Harry and his —.
3. Here is Harry and his —.
4. Here is Harry and his —.
5. Here is Harry and his —.
6. Here is Harry and his —.



LESSON VII.

The pupils should name everything Belle has. They should begin with the word *here*; thus, Here is Belle and her papa; Here is Belle and her hoop; Here is Belle and her bird; Here is Belle and her dog; Here is Belle and her cat; Here is Belle and her hens.

Write these stories on the board in script.

Ask the pupils, one at a time, where to place the capitals and periods.

Have the pupils read the stories, and observe and tell that *here* means something near, and that *her* means *Belle's*.

Be careful not to interrupt a pupil while he is speaking. Correct him only when he has finished. Let him have a chance to correct his mistake.

Seat-work: Finish the following stories by introducing the words *hens, cat, dog, bird, hoop, and papa*:—

1. Here is Belle and her —.
2. Here is Belle and her —.
3. Here is Belle and her —.
4. Here is Belle and her —.
5. Here is Belle and her —.
6. Here is Belle and her —.

You may copy all these stories, and then tell some more like them.



LESSON VIII.

The pupils should now name everything that Tom has, and begin their stories with *there*; thus, There is Tom and his kite; There is Tom and his mamma; There is Tom and his papa; There is Tom and his sled; There is Tom and his dog; There is Tom and his ship.

Write all the stories on the board in script.

Require the pupils to tell where the periods and capitals belong.

Let the stories be read by all the class.

Have each scholar tell that *there* means something not near, and *his* means *Tom's*.

Do your pupils recite promptly and without misusing the word *now*?

Seat-work: Fill out the following stories by inserting the words *mamma*, *kite*, *papa*, *sled*, *dog*, and *ship*:—

1. There is Tom and his —.
2. There is Tom and his —.
3. There is Tom and his —.
4. There is Tom and his —.
5. There is Tom and his —.
6. There is Tom and his —.



LESSON IX.

Have your pupils name everything that Fanny has, beginning with *there*; thus, There is Fanny and her sister; There is Fanny and her mamma; There is Fanny and her bird; There is Fanny and her rabbits; There is Fanny and her hoop; There is Fanny and her papa.

Write the stories told, on the board.

The pupils must show where to put the periods and capitals.

Let the scholars read the stories, and notice and tell that *there* means something not near, and *her* means *Fanny's*.

Seat-work: Fill out the following stories, using the words *sister*, *mamma*, *papa*, *bird*, *rabbits*, and *hoop*:—

1. There is Fanny and her —.
2. There is Fanny and her —.
3. There is Fanny and her —.
4. There is Fanny and her —.
5. There is Fanny and her —.
6. There is Fanny and her —.



LESSON X.

Let the pupils name everything Nat has. They are to begin each sentence with *it is*; thus, It is Nat and his wagon; It is Nat and his sister; It is Nat and his net; It is Nat and his cow; It is Nat and his mamma; It is Nat and his papa; etc.

Place all stories on the board in script.

As you write, ask the scholars where to place capitals and periods.

Call their attention to the fact that *his* means *Nat's*.

Give a good deal of time to the slower pupils.

Seat-work: Fill the blanks in the following stories with the words *wagon*, *papa*, *mamma*, *nest*, *sister*, and *cow*: —

1. It is Nat and his —.
2. It is Nat and his —.
3. It is Nat and his —.
4. It is Nat and his —.
5. It is Nat and his —.
6. It is Nat and his —.

Copy these stories, and tell more with your pencils.

How do you tell anything with your pencil? What do we call telling with the tongue?

LESSON XI.

Ask the pupils to name everything Rose has. They must begin their answers with *it is*; thus, It is Rose and her teacher; It is Rose and her hoop: It is Rose and her dog; It is Rose and her mamma; It is Rose and her doll; It is Rose and her bird; etc.

Write all the stories on the board in script.

As you write, let the pupils tell where to place capitals and periods.

All should read the stories, and observe and tell that *her* means *Rose's*. When the class begin the written lesson, be sure that all understand any new expression introduced into the directions.

Seat-work: Complete the following stories by inserting the words *teacher, hoop, dog, bird, mamma, and doll* in the proper places:—

1. It is Rose and her —.
2. It is Rose and her —.
3. It is Rose and her —.
4. It is Rose and her —.
5. It is Rose and her —.
6. It is Rose and her —.



LESSON XII.

Pupils should name everything they can see belonging to Willie. They should begin by saying, *I see*: thus, I see Willie and his desk; I see Willie and his slate; I see Willie and his book; I see Willie and his

teacher; I see Willie and his hat; I see Willie and his pencil; etc.

Write what the pupils tell, on the board, in script.

Have the pupils read the stories, and state whether the capitals and periods have been placed correctly.

Let them tell that *his* means *Willie's*.

Retain each week at least one specimen of every pupil's work. Compare the papers, and drill each pupil in that portion in which he is deficient. Encourage the backward ones in every possible way.

Seat-work: Fill the following blanks by using the words *pencil, hat, teacher, book, slate, and desk*: —

1. I see Willie and his ____.
2. I see Willie and his ____.
3. I see Willie and his ____.
4. I see Willie and his ____.
5. I see Willie and his ____.
6. I see Willie and his ____.

NOTE. Encourage the pupils to improve their writing each day.



LESSON XIII.

Ask the pupils to name everything they can see belonging to May. Let them begin their stories with *I see*; thus, I see May and her bag; I see May and her shawl; I see May and her teacher; I see May and her book; I see May and her desk; I see May and her slate; etc.

Write the replies on the board, at the same time requiring the pupils to tell where to put the capitals and periods.

Let the scholars read all the stories, and tell that *her* means *May's*.

Remember what has been said about a lazy mental habit, and drawling or hesitating manner of speaking.

Seat-work: Complete the following stories, using the words *desk, slate, book, teacher, shawl, and bag* : —

1. I see May and her —.
2. I see May and her —.
3. I see May and her —.
4. I see May and her —.
5. I see May and her —.
6. I see May and her —.



LESSON XIV.

Ask the pupils to name everything they saw yesterday belonging to a boy.

They are to begin their stories with the words *I saw Frank* ; thus, I saw Frank and his ship ; I saw Frank and his boat ; I saw Frank and his wagon ; I saw Frank and his cow ; I saw Frank and his sister ; I saw Frank and his papa ; etc.

Write the word *seen* on the board with a line drawn through it, and whenever a pupil says *I seen* refer to it.

Write all the stories in script on the board. As you are writing ask the pupils where to place capitals and periods.

Let the whole class read the stories, and observe and tell that *saw* means seeing not now, and *his* means *Frank's*.

Seat-work: Fill out the following stories with the words *ship*, *papa*, *sister*, *cow*, *wagon*, and *boat*: —

1. I saw Frank and his —.
2. I saw Frank and his —.
3. I saw Frank and his —.
4. I saw Frank and his —.
5. I saw Frank and his —.
6. I saw Frank and his —.



LESSON XV.

The pupils should name what they saw yesterday belonging to a girl. Let them begin with *I saw Bessy*; thus, I saw Bessy and her hoop; I saw Bessy and her sister; I saw Bessy and her mamma; I saw Bessy and her brother; I saw Bessy and her dog; I saw Bessy and her doll; etc.

Write these stories on the board in script, along with others the pupils tell.

See if they can catch you in an error in placing the capitals and periods.

Have the pupils read all that is written, and observe and repeat that *saw* means seeing not now, and that *her* means *Bessy's*.

Do not forget to erase all board-work before proceeding to the written exercises.

Seat-work: Finish the following stories by supplying the words *brother*, *mamma*, *doll*, *hoop*, *dog*, and *sister*: —

1. I saw Bessy and her —.
2. I saw Bessy and her —.
3. I saw Bessy and her —.

4. I saw Bessy and her —.
5. I saw Bessy and her —.
6. I saw Bessy and her —.



LESSON XVI.

Have your pupils name everything they saw on the way to school; thus, I saw a horse; I saw a cow; I saw a man; I saw a tree; I saw a bird; I saw a house.

Write the stories on the board in script. Never use or permit any of the class to use *print* letters.

As you write let the pupils tell just where to put periods and capitals.

Let each pupil read what has been written, and observe and say that *saw* means not now.

At the close of every lesson give the class an idea of what will next be required, so that the pupils may come prepared with stories.

Call the attention of the pupils to the beauty of the writing in their lessons.

Seat-work: Complete the following stories, using for that purpose the words *house, cow, horse, man, tree, and bird*: —

- | | |
|---------------|---------------|
| 1. I saw a —. | 4. I saw a —. |
| 2. I saw a —. | 5. I saw a —. |
| 3. I saw a —. | 6. I saw a —. |



LESSON XVII.

Ask the pupils to name everything that can run; as, The horse can run; The cat can run; The boy can run;

The rat can run ; The fox can run ; The hen can run ; etc.

Write the stories on the board, and require the pupils to say where capitals and periods should be placed.

Have all the stories read.

If, at any time, the class read or recite in concert, be careful to secure the low and pleasant tone of voice.

NOTE. The teacher should call the attention of the pupils to the initial words of the written lesson, and induce them to use others besides those of the model stories.

Seat-work : Finish the following stories by inserting the words *hen, rat, horse, fox, cat, and boy* : —

1. The — can run.
2. A — can run.
3. This — can run.
4. My — can run.
5. That — can run.
6. Her — can run.



LESSON XVIII.

The pupils should name everything that can walk ; as, The man can walk ; A dog can walk ; This boy can walk ; That girl can walk ; The cat can walk ; This horse can walk ; etc.

Write these stories on the board, the pupils indicating where to place capitals and periods.

Have the pupils read what you have written. Cause them to observe that all the stories do not begin with the same word. Let them repeat the initial words of

all the sentences. It may be well to make a list of these words on the board; but do not leave it where the pupils can see it during their writing lesson.

Seat-work: Make the following stories complete, using the words *cat, horse, dog, man, boy, and girl*:—

1. A — can walk.
2. The — can walk.
3. This — can walk.
4. Her — can walk.
5. That — can walk.
6. My — can walk.



LESSON XIX.

Let the pupils name everything that can play; thus, This boy can play; That girl can play; A cat can play; My dog can play; His sister can play; Your brother can play; etc.

Write all the stories told on the board, and ask the pupils where to place the periods and capitals.

Have the pupils read all you have written, and notice and say that each story begins with a different word. Let them tell what the initial words are.

Seat-work: Finish the following stories with the words *brother, sister, dog, cat, boy, and girl*:—

1. This — can play.
2. My — can play.
3. That — can play.
4. A — can play.
5. Your — can play.
6. The — can play.

LESSON XX.

Ask the pupils to name everything that can jump; as, A mouse can jump; This boy can jump; That girl can jump; The man can jump; My rabbit can jump; Your dog can jump; etc.

Write the stories on the board in script.

The pupils should tell where to put the capitals and periods.

Have the pupils read the stories, and observe and tell that each begins with a different word.

At the close of each lesson let the pupils know what will be the subject of the next lesson.

Seat-work: Fill out the following stories, using the words *mouse, boy, girl, man, rabbit, and dog*: —

1. A — can jump.
2. My — can jump.
3. This — can jump.
4. The — can jump.
5. Your — can jump.
6. That — can jump.



LESSON XXI.

Let the pupils name everything that can hop; thus, The girl can hop; That boy can hop; A flea can hop; This bird can hop; My frog can hop; etc.

Write the stories on the board, and ask the pupils to tell where to place the capitals and periods.

The pupils should read the stories, and notice and say that each one begins with a different word.

Seat-work: Finish the following stories by using the words *frog, flea, boy, girl, bird, and hen* : —

- | | |
|--------------------|--------------------|
| 1. A — can hop. | 4. The — can hop. |
| 2. This — can hop. | 5. That — can hop. |
| 3. My — can hop. | 6. Your — can hop. |

Copy all these stories, and write some more.

Commence each new story with a different word.



LESSON XXII.

Pupils should name everything that can fly: thus, A bird can fly; That bee can fly; The bat can fly; My kite can fly; Your hen can fly; This fly can fly; etc.

Write the stories on the board in script.

Let the pupils tell where to place the periods and capitals.

Have your pupils read the stories, and notice and tell that each story begins with a different word.

Seat-work: Fill the blanks in the following stories, using the words *bee, bat, kite, hen, fly, and bird* : —

- | | |
|--------------------|--------------------|
| 1. A — can fly. | 4. That — can fly. |
| 2. This — can fly. | 5. My — can fly. |
| 3. Your — can fly. | 6. The — can fly. |



LESSON XXIII.

Call upon the pupils in the following manner : —

“Edward, name two things that can swim.”

“John, name two more.”

Go on in this way as long as different things are named. When responses cease, ask if any one can tell anything that swims that has not been mentioned.

Answers must be in full sentences; thus, A fish can swim; That boy can swim; This man can swim; The frog can swim; My dog can swim; Fred can swim; etc.

Write all stories on the board. Have the pupils read them, and say that each one begins with a different word.

Call attention to the capitals and periods.

Seat-work: Complete the following stories by using the words *Fred*, *boy*, *man*, *fish*, *dog*, and *frog*: —

1. The — can swim.
2. My — can swim.
3. That — can swim.
4. A — can swim.
5. This — can swim.
6. — can swim.

Take home your finished lessons to show to your parents. Ask them if you are doing better.



LESSON XXIV.

Ask the pupils, one at a time, to name some animal that has wings; as, A bee has wings; The bat has wings; This bird has wings; My hen has wings; That fly has wings; Your duck has wings; etc.

Write these stories on the board in script, asking the pupils where to place the capitals and periods.

Let the pupils read all you have written.

Cause them to observe and tell that each story begins with a different word, and what the initial word in each sentence is.

Seat-work : Finish the following stories, using the words *bee*, *bat*, *bird*, *fly*, *duck*, and *hen* : —

1. A — has wings.
2. The — has wings.
3. Your — has wings.
4. My — has wings.
5. This — has wings.
6. That — has wings.



LESSON XXV.

Play the game of Horns, Fur, Scales, or Feathers.*

Ask the pupils to tell you what has fur ; thus, Your cat has fur ; This rat has fur ; The mouse has fur ; My rabbit has fur ; A bear has fur ; That bat has fur ; etc.

Write all they tell you on the board.

Ask some pupil to point out the place of the capitals and periods.

Let the pupils read all the stories, and notice and say that each one begins with a different word.

Secure prompt recitation. Keep the class interested.

Seat-work : Make the following stories complete by using the words *cat*, *rat*, *mouse*, *rabbit*, *bear*, and *bat* : —

1. A — has fur.
2. This — has fur.
3. That — has fur.

* This game is described in the Hints to Teachers.

4. My —— has fur.
5. The —— has fur.
6. Your —— has fur.

Copy the above stories, and make some of your own.
If you can, begin each story with a new word.



LESSON XXVI.

Call upon the pupils as follows:—

“Charlie, name something that has horns.”

“Mary, can you name anything else?”

Make suggestions to call out the following stories, unless the pupils volunteer them; namely, My cow has horns; Your sheep has horns; The deer has horns; An elk has horns; etc.

Write the stories on the board in script.

The pupils will designate where to place the capitals and periods.

Have all the pupils read the stories, and observe and tell that each one begins with a different word.

Do not forget to erase what you have written before proceeding to the seat-work.

Seat-work: Make the following stories perfect by adding the words *goat, sheep, cow, ox, elk, and deer*:—

1. A —— has horns.
2. The —— has horns.
3. Your —— has horns.
4. My —— has horns.
5. This —— has horns.
6. That —— has horns.

LESSON XXVII.

Write the words *boy, horse, frog, bird, fish, and man* on the board.

Ask the pupils to tell you what the objects named can do ; as, A man can walk ; My bird can fly ; Your horse can run ; The boy can play ; This fish can swim ; That frog can hop ; etc.

Write what they tell on the board in script, and ask them where to put the capitals and periods.

Have the pupils read the stories, and notice and say that each story tells what some thing can do.

Seat-work : Complete the following stories with the words *man, boy, bird, fish, horse, and frog* : —

1. A — can hop.
2. Your — can run.
3. That — can swim.
4. This — can play.
5. The — can walk.
6. My — can fly.



LESSON XXVIII.

Write the words *flea, bee, hog, boy, fox, and rabbit* on the board.

Ask the pupils to tell you what each thing named can do ; as, A flea can hop ; The bee can fly ; That frog can swim ; This boy can walk ; My fox can run ; Your rabbit can jump.

Write the stories on the board in script. The pupils should show where to place the capitals and periods.

Let the stories be read.

All should observe and say that each story tells what some thing can do.

Play Horns, Furs, Scales, and Feathers.

Seat-work: Fill blanks in the following stories, using the words *rabbit*, *fox*, *boy*, *frog*, *bee*, and *flea* : —

1. A — can jump.
2. My — can run.
3. Your — can hop.
4. This — can walk.
5. That — can play.
6. The — can sting.

Copy these stories, and tell others with your pencils.
Begin each story with a different word.



LESSON XXIX.

Write the words *kite*, *hen*, *cat*, *rat*, *girl*, and *dog* upon the board.

Let the pupils tell you what these objects can do ; as, My kite can fly ; Your hen can hop ; Her cat can play ; This rat can run ; That girl can walk ; The dog can jump ; etc.

Write the stories on the board.

Have the pupils read them all, and observe and say that each story tells what some thing can do.

Seat-work: Finish the following stories by using the words *dog*, *girl*, *rat*, *cat*, *hen*, and *kite* : —

1. My — can fly.
2. This — can play.

3. Your —— can hop.
4. That —— can run.
5. The —— can jump.
6. A —— can walk.



LESSON XXX.

Write the words *bat*, *bird*, *girl*, *cat*, *dog*, and *boy* on the board.

Call upon the pupils, one at a time, by name, to tell you what these objects can do, skipping about as much as possible. Thus, for example, A bat can fly; My bird can hop; This girl can play; Your cat can run; His dog can swim; That boy can jump; etc.

Write the stories on the board.

Let the pupils read them, and observe and state that each story tells what some thing can do.

Seat-work: Finish the following stories with the words *cat*, *dog*, *boy*, *girl*, *bird*, and *bat*: —

1. My —— can swim.
2. Your —— can hop.
3. That —— can fly.
4. This —— can play.
5. The —— can jump.
6. A —— can run.



LESSON XXXI.

Write the words *fly*, *sister*, *hen*, *cat*, *flea*, and *frog* upon the board.

Let the pupils tell you what these objects can do ; as, My hen can run ; Your cat can walk ; A fly can buzz ; This flea can jump ; The frog can swim ; Your sister can play ; etc.

Write what they say on the board.

Have the pupils read the stories, and observe and state that each story tells what some thing can do.

Seat-work : Make the following stories complete with the words *frog*, *flea*, *cat*, *hen*, *sister*, and *fly* : —

1. A — can swim.
2. The — can jump.
3. This — can play.
4. My — can walk.
5. Your — can run.
6. That — can buzz.



LESSON XXXII.

Play Horns, Fur, Scales, and Feathers.

Write the words *horns*, *fur*, and *wings* on the board.

Ask the pupils to name everything that has one of the three things named ; as, A bee has wings ; The rat has fur ; My cow has horns ; The bat has wings ; Your cat has fur ; His sheep has horns ; etc.

Write these stories on the board. Have the pupils read them.

Seat-work : Finish the following stories, using the words *bee*, *bat*, *cat*, *sheep*, *cow*, and *rat* : —

1. A — has wings.
2. This — has fur.

3. The —— has wings.
4. My —— has horns.
5. Your —— has horns.
6. That —— has fur.

Tell some more stories about these animals with your pencils.

Begin each story with a different word.



LESSON XXXIII.

Write the words *horns*, *fur*, and *wings* on the board.

Require the pupils to name all of the animals that they know that have one of these characteristics; as, My bird has wings; A mouse has fur; Your goat has horns; This duck has wings; That bear has fur; The elk has horns; etc.

Write the stories on the board.

Ask the pupils where to place capitals and periods.

Have the stories read.

Seat-work: Fill out the following stories, using the words *bird*, *goat*, *mouse*, *elk*, *duck*, and *bear*: —

1. My —— has horns.
2. Your —— has wings.
3. That —— has horns.
4. This —— has fur.
5. The —— has wings.
6. A —— has fur.

LESSON XXXIV.

Write the words *horns*, *fur*, and *wings* on the board.

Ask the pupils to name all of the animals that they can that have one of these characteristics ; as, A fly has wings ; The mouse has fur ; My ox has horns ; A bat has fur ; Your hen has wings ; That deer has horns ; etc.

Write these stories on the board. Have the pupils read them.

Play Horns, Fur, Scales, and Feathers.

Seat-work : Complete the following stories, using the words *deer*, *ox*, *bat*, *mouse*, *hen*, and *fly* : —

1. My — has wings.
2. The — has fur.
3. This — has wings.
4. Your — has horns.
5. That — has fur.
6. A — has horns.



LESSON XXXV.

Write the words *flea*, *bee*, *frog*, *boy*, *fox*, and *rabbit* on the board, and ask the pupils to tell you what the objects named can do ; thus, A flea can hop ; etc.

Seat-work : Complete the following stories by use of the words *jump*, *run*, *hop*, *buzz*, *play*, and *swim* : —

1. The boy can —.
2. This flea can —.
3. My green frog can —.
4. That fox can —.
5. Your white rabbit can —.
6. A little bee can —.

LESSON XXXVI.

Write the words *kite*, *hen*, *cat*, *rat*, *dog*, and *girl* on the board.

Ask the pupils to think of these objects named, and to tell you what they can do; as, My ball can roll; etc.

Seat-work: Fill the blanks in the following stories with the words *walk*, *jump*, *run*, *hop*, *play*, and *roll*:—

1. My pretty ball can —.
2. Your pet hen can —.
3. His big dog can —.
4. This little girl can —.
5. A fat cat can —.
6. That black rat can —.



LESSON XXXVII.

Write on the board the words *bat*, *bird*, *girl*, *cat*, *dog*, and *boy*.

Ask the pupils to tell you what the things named can do; as, This bat can fly; etc.

Seat-work: Fill out the following stories with the words *run*, *jump*, *play*, *fly*, *skip*, and *swim*:—

1. A little bat can —.
2. This little girl can —.
3. Your pet cat can —.
4. The pretty bird can —.
5. That big dog can —.
6. My boy can —.

LESSON XXXVIII.

Write on the board the words *fly, sister, hen, cat, flea,* and *frog*.

Ask the pupils to tell you what the objects can do; as, A fly can buzz; etc.

Seat-work: Finish the following stories by use of the words *buzz, play, run, jump, swim,* and *walk*:—

1. A little fly can —.
2. Your white hen can —.
3. The green frog can —.
4. My sister can —.
5. This black cat can —.
6. That little flea can —.

Copy all these stories, and tell more with your pencils, making use of the same words in different ways.

Be sure to take some of your work home for your parents to see.



LESSON XXXIX.

Write the words *beetle, cow, fox, rabbit, bee,* and *horse* on the board.

Let the pupils tell what these animals can do; thus, A beetle can pinch; etc.

Play Horns, Fur, Scales, and Feathers.

Seat-work: Complete the following stories by adding the words *pinch, stand, run, hop, sting,* and *kick*:—

1. My black horse can —.
2. A beetle can —.

3. Your pretty rabbit can —.
4. The busy bee can —.
5. This red fox can —.
6. That brown cow can —.



LESSON XL.

Write the words *bird*, *bell*, *ink*, *boy*, *eggs*, and *ship* on the board.

The pupils are to tell you what the things will do; as, My bird will sing; etc.

Seat-work: Make perfect stories of the following by inserting the words *sing*, *ring*, *spill*, *fall*, *break*, and *sink*: —

1. My pretty bird will —.
2. That big boy will —.
3. That black ink will —.
4. Your little bell will —.
5. Your white eggs will —.
6. The little ship will —.



LESSON XLI.

Write the words *papa*, *mamma*, *slate*, *top*, *sun*, and *dish* on the board.

Ask the pupils to tell you what the objects named do; thus, My papa will work; etc.

Seat-work: Finish the following stories with the words *work*, *break*, *cook*, *spin*, *set*, and *fall*: —

1. My papa will —.
2. The big sun has —.
3. Her new slate will —.
4. Your mamma will —.
5. His red top can —
6. That little dish will —.



LESSON XLII.

Write the words *pet*, *hit*, *catch*, *fly*, *spin*, and *pat* on the board.

Ask the pupils to tell stories with the words; thus, I can pet my cat; You can catch a fish; The boy can spin a top; Fred can pat his dog; etc.

Seat-work: Complete the following stories by use of the words *cat*, *dog*, *top*, *kite*, *fish*, and *ball*: —

1. I can pat my —.
2. You can catch a —.
3. Harry can hit the —.
4. Fred can fly his —.
5. Fred can spin a —.
6. Belle can pet her —.

Copy all the stories, and tell more stories about the same objects.

Make your stories as different from each other as you can.



LESSON XLIII.

Let the pupils tell you everything they can do; thus, I can sing a song; etc.

Call upon them by name.

Encourage the timid, and stimulate the slow of thought.

Seat-work: Finish the following stories, making use of the words *song*, *bell*, *bird*, *rat*, *well*, and *story*:—

1. My bird can sing a sweet —.
2. Fred can see the little —.
3. My pet cat can catch the black —.
4. This big man can dig a deep —.
5. My teacher can tell a long —.
6. Harry can ring the little —.



LESSON XLIV.

Ask the pupils to tell you everything an animal can do; thus, My cat can catch a rat; etc.

They are to suggest both the animal and what it does.

Seat-work: Make the following stories perfect by using the words *sticks*, *mamma*, *bed*, *ink*, *ship*, and *top*:—

1. Fred will pick up all the little —.
2. Good little Bessie will help her —.
3. At night I like to get into my little —.
4. You must not spill the —.
5. Frank likes to spin his new —.
6. Harry will let me sail his —.

LESSON XLV.

The pupils should tell you all they can about a *cat*, *dog*, *top*, *kite*, *fish*, and *ball*.

Play Horns, Fur, Scales, and Feathers.

Seat-work : Complete the following stories with the words *pat*, *fly*, *spin*, *hit*, *pet*, and *catch* : —

1. Little Belle can — her pretty cat.
2. Fred can — his large new kite.
3. Tom can — the nice little fish.
4. Harry can — the big red ball.
5. Bessie can — her little white hen.
6. My pet cat can — that black rat.



LESSON XLVI.

Write the words *sing*, *ring*, *see*, *catch*, *dig*, and *tell* upon the board.

Ask the pupils to tell you stories in which these words are used.

Seat-work : Finish the following stories by adding the words *tell*, *dig*, *sing*, *ring*, *catch*, and *see* : —

1. My little bird can — a sweet song.
2. Fred can — the little bell.
3. Frank can — the pretty nest.
4. Your pet cat can — the black rat.
5. This strong man can — the deep well.
6. My teacher can — a long story.

LESSON XLVII.

Write the words *pick, help, like, spill, spin, and said* upon the board.

Ask the pupils to tell stories using these words.

Seat-work: Make the following stories complete by using the words *sail, spin, likes, help, pick, and spill*: —

1. Bessy can — up ten little sticks.
2. Fanny can — her good mamma.
3. You must not — the ink.
4. Tom will let me — his little ship.
5. Fred likes to — his new top.
6. My cat — to catch a rat.

Copy all these stories, and tell more of your own making about the same objects.

Do you improve in writing?



LESSON XLVIII.

Write the words *hit, ride, play, break, milk, catch, and spill* upon the board.

Call upon the pupils for stories in which these words occur.

Seat-work: Finish the following stories by using the words *spill, catch, milk, break, play, ride, and hit*: —

1. Fred can — the ball with his new bat.
2. Frank likes to — on his black horse.
3. The boys like to — ball.
4. Do not — the pretty dish.
5. Bessy can — the gentle cow.
6. My big dog likes to — a fox.
7. You must not — the milk.

LESSON XLIX.

Write the words *catch*, *break*, *fly*, *roll*, *sink*, and *hit* upon the board.

Let the pupils tell you stories that introduce these words.

Play Horns, Fur, Scales, and Feathers.

Seat-work: Complete the following stories by use of the words *hit*, *sink*, *roll*, *fly*, *break*, and *catch* :—

1. The boys can — the ball.
2. Bessy did not — the little egg.
3. Frank likes to — his pretty kite.
4. The baby can — the ball.
5. I can — your little ship.
6. You must not — your pet cat.



LESSON L.

Write the words *break*, *lost*, *hid*, *sweep*, *held*, and *saw* on the board.

The pupils are to tell you stories, making use of these words.

Seat-work: Fill out the following stories with the words *saw*, *held*, *sweep*, *hid*, *lost*, and *break* :—

1. You must not — your long pencil.
2. Oh, dear! I have — my new hat!
3. The bad boy — my pretty kite.
4. Can you — the steps for your mamma?
5. Fanny — her pet cat on her lap.
6. I — a pretty bird on her nest.

LANGUAGE LESSONS.



LESSON I.

ASK the pupils to name the different objects in the schoolroom ; such as girl, boy, etc.

Write the words *girl, boy, basket, door, bag, and sponge* on the board, one at a time.

Have the pupils spell each word phonetically, in concert, until the majority of the class recognize it.

As each word is written and recognized, lead the pupils to fully describe the object mentioned, without using its name.

Play Horns, Fur, Scales, or Feathers.

NOTE. The teacher should give the pupils an opportunity at the commencement of the seat-work to ask her to place upon the board such words as they wish to use, but with the spelling of which they are not familiar. In this way the vocabulary of the pupils will be greatly enlarged and improved.

If this direction is not repeated, the teacher will understand it to apply to each and every lesson.

Seat-work : Fill out the following stories, using the words *boy, basket, girl, bag, door, and sponge* : —

- | | |
|--------------------|---------------------|
| 1. The — is good. | 4. Your — is wet. |
| 2. This — is busy. | 5. That — is round. |
| 3. My — is little. | 6. This — is high. |

* Copy these stories, and tell other stories about the same objects. Begin each story with a different word.

What can a boy do?

What does a girl like to play with?

Of what is your basket made?

Where do we get sponges?



LESSON II.

Lead the pupils to name the various objects with which boys play; such as top, kite, etc.

Write the words *knife*, *bat*, *ball*, *top*, *marble*, and *kite* upon the board, one at a time.

When these words are recognized, call upon pupils to describe the objects without naming them.

After this has been done, have the pupils tell stories about these playthings.

Commend those stories which are well told.

Seat-work: Complete the following stories with the words *bat*, *knife*, *marble*, *ball*, *kite*, and *top*:—

- | | |
|-------------------|--------------------|
| 1. This — is red. | 4. That — is high. |
| 2. My — is round. | 5. His — is open. |
| 3. A — is smooth. | 6. Your — is long. |

Of what is your hat made?

How many blades has your knife?

Do you like to play marbles?

What kind of people are very fond of playing with kites?

* This is a general direction, to be kept in mind by the teacher.

LESSON III.

Say to the pupils, "I have thought of an object in this room. Can any one guess what it is?"

Allow them to ask questions which can be answered by yes or no, about its shape, size, color, use, and the materials of which it is composed; such as, Is it round? Is it square? Is it large? Is it white? Do we burn it? Does it tell time? Is it made of wood? etc.

Caution them not to use the name of the object.

Lead them to guess in this way the following named objects: *coal, fire, book, paper, stick, and window.*

Then write these words upon the board, and have the pupils tell stories in which they are used.

NOTE. When in the subsequent lessons the "Guessing Game" is mentioned, conduct the lesson according to the above plan.

Seat-work: Make complete stories of the following, using the words *window, stick, paper, book, fire, and coal*:—

- | | |
|--------------------|---------------------|
| 1. That — is long. | 4. My — is white. |
| 2. A — is warm. | 5. Your — is red. |
| 3. This — is open. | 6. That — is black. |

Write neatly.



LESSON IV.

Ask the pupils questions like the following: "What do you like to play with, Mary?" etc.

"What do you like to play with, Jenny?"

"What do you like to play with, Ella?"

“What do you like to play with, Emma?”

“What do you like to play with, Ruby?”

“What playthings does Santa Claus bring good little girls?”

By some such device lead the pupils to name the toys with which girls play.

Write the words *swing, doll, hoop, rope, dishes, and table* on the board, and see which pupil can tell the prettiest story about them.

Play Horns, Fur, Scales, or Feathers.

Seat-work: Fill out the following stories, using the words *hoop, doll, dishes, swing, rope, and table* :—

- | | |
|------------------------|--------------------|
| 1. My — is pretty. | 4. Your — is high. |
| 2. Her — is low. | 5. A — is round. |
| 3. These — are little. | 6. That — is long. |

See how neatly you can copy these stories.

Make up some pretty little stories about the toys Santa Claus brought you last Christmas.

Tell what the objects are made of.



LESSON V.

Partially describe to your pupils the following objects in the schoolroom, one at a time, without using their names: *desk, stove, ink, slate, pencil, and chalk*.

As different pupils catch your idea, allow them to help you in leading the rest of the pupils to guess the various objects.

Write the above words upon the board, and commend

those pupils who tell the best stories about the objects named.

Do not tell the pupils any new word; have them learn all such words by phonetic spelling.

Seat-work: Fill the following blanks, using the words *pencil, chalk, slate, ink, stove, and desk*. Make your letters just like these.

- | | |
|-------------------|----------------------|
| 1. The — is hot. | 4. This — is black. |
| 2. A — is smooth. | 5. That — is white. |
| 3. My — is sharp. | 6. Your — is little. |

Of what are these objects made?

For what do we use them?



LESSON VI.

Ask the pupils questions like the following: "What do you like to eat, Henry? Ella? Willie? Carrie? Fred?"

All answers must be in full sentences; thus, I like to eat candy; I like cake best; etc.

Write the words *pie, cake, candy, nuts, orange, and apple* on the board.

When these words have been spelled phonetically and recognized, have a little talk about the objects: *e.g.*, Where do we get them? Of what are they made? Which of them grow? What is their color? etc.

Make the lesson as bright as possible, and vary the form of questioning so as to keep the minds of the pupils on the alert.

Play Horns, Fur, Scales, or Feathers.

Seat-work: Complete the following stories with the words *apple, orange, nut, candy, cake, and pie* : —

- | | |
|--------------------|--------------------|
| 1. This — is rich. | 4. My — is red. |
| 2. Your — is hard. | 5. That — is sour. |
| 3. A — is round. | 6. The — is sweet. |

Copy these stories.

Try to have your writing look like this.

Write more stories about these nice things to eat.

Play you are going to have a party, and write the names of all the things to eat which you will have on your little table.



LESSON VII.

Question the pupils as follows: "Who can guess the name of the animal I saw when I was coming to school?" (Have in mind, for example, a horse.)

Call on different pupils to ask questions about the size, color, noise made by them, use, etc., of the dog, cow, ox, horse, rat, and hen.

Caution the pupils not to use the animal's name. They will soon become very quick in devising ways in which to express their ideas without using the forbidden word.

Write the names of these animals on the board.

Ask the pupils to tell stories about their pet dog, horse, cow, etc.

Show the pupils pictures of these animals, and lead them to observe and tell about them.

Seat-work: Make complete stories out of the following, using for the purpose the words *hen, rat, horse, ox, cow, and dog* : —

- | | |
|---------------------|---------------------------|
| 1. The — is gentle. | 4. That — is very strong. |
| 2. My — is cross. | 5. This — is my pet. |
| 3. A — is little. | 6. Your — is white. |

Copy these stories as neatly as you can.

Write some stories about these animals. Tell what they can do, what they eat, and how we can be kind to them.



LESSON VIII.

Ask the pupils to name the different objects they see when they go to the beach ; such as shells, sand, etc.

Write on the board the words *crab*, *ship*, *shell*, *sand*, *rock*, and *gull*, one at a time.

Have the pupils sound each one phonetically until the majority of the class recognize it.

As the name of each object is written and recognized, lead the pupils to fully describe the object itself without using its name.

Seat-work: Fill out the following stories, using the words *gull*, *rock*, *sand*, *shell*, *waves*, and *crab* : —

- | | |
|-------------------------|----------------------|
| 1. My — is very pretty. | 4. That — is white. |
| 2. This — is dry. | 5. A — is very hard. |
| 3. The — is ugly. | 6. These — are high. |

Copy these stories, and tell more stories about the same objects.

Ask the teacher to tell you which child writes the prettiest stories.

Take home to your parents some of your papers, to let them see how you are getting along.

LESSON IX.

Write on the board the words *mamma*, *papa*, *baby*, *grandma*, *brother*, and *sister*.

As each word is written, spelled phonetically, and recognized, lead the pupils to fully describe the person mentioned, without using his name.

Play Horns, Fur, Scales, or Feathers.

Seat-work: Complete the following stories with the words *brother*, *sister*, *grandma*, *baby*, *papa*, and *mamma*:—

- | | |
|--------------------------|---------------------|
| 1. Our —— is so pretty. | 4. His —— is tall. |
| 2. Your —— is very kind. | 5. My —— is good. |
| 3. Her —— is old. | 6. My —— is little. |

Copy the stories.

Make your writing look like this.

Tell more stories with your pencils about these persons.

Write about the kind things they do for you, and tell how you can help them.



LESSON X.

Say to the pupils: "Let us play that we are all going to the city. Shut your eyes and tell me where you go and what you see."

As the pupils mention one of the following-named objects, write the name of it on the board: *boat*, *hill*, *water*, *fish*, *car*, and *bird*.

As the words are written, spelled phonetically, and

recognized, lead the pupils to describe the objects designated, without using their names.

After this, let the scholars tell stories of their own, making use of these words.

Seat-work : Finish the following stories by use of the words *bird, hill, car, fish, water, and boat* : —

- | | |
|---------------------|---------------------|
| 1. This — is large. | 4. The — is new. |
| 2. That — is blue. | 5. A — is steep. |
| 3. My — is pretty. | 6. The — is little. |

Copy these stories very nicely.

Tell more stories about the things you saw when you went to the city.



LESSON XI.

Partially describe to the pupils the following animals, one at a time: the *hog, cat, duck, goat, pig, and sheep*.

As soon as any pupil shows that he has guessed the animal you are describing, by telling the size, use, color, etc., allow him to help in describing it to the other pupils.

This exercise, properly managed, will arouse great interest and enthusiasm.

Write the names of these animals on the board, and have the pupils tell stories about them.

Play Horns, Fur, Scales, or Feathers.

NOTE. In all lessons about animals use pictures or objects.

Seat-work : Fill out the following stories, using the words *sheep, pig, goat, duck, cat, and hog* : —

- | | |
|---------------------------|------------------------|
| 1. My —— is gentle. | 4. Your —— is fat. |
| 2. His —— is very pretty. | 5. A —— is very dirty. |
| 3. This —— is my pet. | 6. That —— is cross. |

Have you a pet cat? What can she do?



LESSON XII.

Ask the pupils to name the different parts of the body; such as, head, arm, etc.

Write the words *head, neck, hands, fingers, feet, and arms* on the board, one at a time.

As each word is written, spelled phonetically, and recognized, lead the pupils to talk about the part mentioned, telling its position, shape, use, etc.

Seat-work: Fill out the following stories by inserting the words *arm, feet, fingers, hands, neck, and head* : —

- | | |
|------------------------|-----------------------|
| 1. My —— is round. | 4. Your —— is long. |
| 2. His —— are clean. | 5. Her —— are little. |
| 3. Their —— are still. | 6. His —— is strong. |

Try to copy these stories as nicely as they are written.

Tell more stories about these parts of your body. Tell where they are, what shape they have, and for what we use them.

Do not forget to take home, once a week, a paper that you have written.



LESSON XIII.

Say to the pupils, "I have thought of something which we can see in the sky when we are out of doors (*i.e.*, the sun). Can any one guess what it is?"

Teach the pupils how to ask sensible questions that can be answered by yes or no about the size, shape, use, and color of the object; such as, Is it shaped like a sphere? Do we see it in the night? Does it give light? etc.

Read "Twinkle, twinkle, little star."

Do not allow the pupils to repeat a question that has been asked.

Be careful not to let them use the name of the object.

Lead the pupils in this way to guess the following objects: moon, star, rainbow, clouds, sun, and sky.

Place these words upon the board, and have the pupils talk about the objects named.

Supplement their knowledge of them with facts suitable to their years.

Seat-work: Complete the following stories with the words *sky, sun, clouds, rainbow, star, and moon*: —

- | | |
|-----------------------|------------------------|
| 1. The — is warm. | 4. That — is bright. |
| 2. These — are white. | 5. A — is very pretty. |
| 3. The — is full. | 6. This — is blue. |

When do we see the sun?

What happens when the sun sets?

Where does the rain come from?



LESSON XIV.

Say to the pupils, "Who can guess the name of the animal of which I am thinking?" (*e.g.*, a bat).

Do not allow them to ask questions which require any answer but yes or no.

The first thing for them to find out is the number of legs the animal has; next its size; then its distinctive features; as, covering, use, food, habits, etc.

When the pupils have guessed the following-named animals, one after the other, frog, snake, lion, bat, fish, and deer, place the words on the board.

Show the pupils pictures of the animals, and lead them to tell stories about them.

Seat-work: Finish the following stories by inserting the words *deer, fish, bat, lion, snake, and frog*: —

- | | |
|---------------------|----------------------|
| 1. A — is green. | 4. The — is blind. |
| 2. My — is little. | 5. That — is strong. |
| 3. This — is round. | 6. His — is gentle. |

See how nicely you can copy these stories.

Write some stories of your own about these same animals.

What can they do?

Where have you seen them?



LESSON XV.

Ask the pupils to name the different parts of the head; such as, hair, face, etc.

Write the words *ears, forehead, teeth, tongue, hair, and face* on the board, one at a time.

As each word is written, spelled phonetically, and recognized, lead the pupils to tell stories, using these words.

Talk to the pupils about personal neatness, care of the eyes, teeth, and hair.

Play Horns, Fur, Scales, or Feathers.

Seat-work: Fill out the following stories, using the words *face, hair, tongue, teeth, ears, and forehead*: —

- | | |
|----------------------|----------------------|
| 1. Your —— is curly. | 4. Our —— are clean. |
| 2. My —— are white. | 5. His —— is high. |
| 3. Our —— are small. | 6. Her —— is red. |

Copy these stories.

Can you make your writing look like this?

Tell some stories of your own about these parts of your head. Where are they? For what do we use them? How can we take care of them? What happens when we do not take care of our teeth.



LESSON XVI.

Question the pupils as follows: “What flower do you think is prettiest, Mary? John? Edith? Harry?”

Place the following list of words on the board: *pink, pansy, violet, lily, rose, and daisy*.

Draw from the pupils answers to the following questions: “Why do you like it? Of what color is it? Where does it grow? Of what use is it?” etc.

Call most frequently on the slower pupils. It is well to have them seated together; and in giving explanations be sure that these pupils comprehend you.

Do not relax your vigilance in regard to the “full stories.” Lessons on any and all subjects become language lessons when complete statements are required in answer to all questions.

Seat-work: Complete the following stories by using the words *daisy, rose, lily, violet, pansy, and pink*: —

- | | |
|----------------------|----------------------|
| 1. Your —— is white. | 4. That —— is blue. |
| 2. My —— is sweet. | 5. Her —— is purple. |
| 3. His —— is red. | 6. The —— is round. |

Copy these stories. Ask the teacher to tell you which pupils do their work most neatly.

Write some stories of your own about these pretty flowers.



LESSON XVII.

Partially describe to the pupils a bee ; as, "I have thought of a very little animal. It has six legs and two wings. It can fly, hum, make honey," etc.

As soon as any pupil or pupils prove that they have guessed the name of this animal, by telling you some characteristic feature, let them help you, as before described.

Read "How doth the little busy bee" to the pupils.

The animals to be guessed in this way are, beetle, bug, ant, fly, fleas, and bees.

Place these words upon the board, and talk with the pupils about these animals.

Give the term *insect*. Show pictures of these insects to the pupils, and have them tell stories, using the names of the same.

Be sure that you do not allow a few bright scholars to do the thinking and talking for the whole class. Be constantly on the alert to arouse the dull ones. If you persevere in calling upon them, you will be surprised to find what original statements will be made by pupils whom you have regarded as extremely dull.

NOTE. Use all possible ingenuity in varying the form of recitation. Seek to surprise the pupils with new methods. If you find that one form of expression is not understood, instantly vary it. Watch the faces of the duller pupils. If they are bright and interested, you may be sure that you are holding the attention of the best pupils.

Seat-work : Complete the following stories with the words *bees, fleas, fly, ant, bug, and beetle* : —

- | | |
|----------------------|------------------------|
| 1. The — is black. | 4. This — is red. |
| 2. Those — are busy. | 5. A — is ugly. |
| 3. That — is green. | 6. These — are little. |

Copy these stories very neatly.

Make up some pretty stories about these little insects. What can they do?

Ask the teacher to tell you which pupil writes the best stories.



LESSON XVIII.

Ask the pupils to name the objects they saw while coming to school ; such as, flowers, men, etc.

Place on the board the words *house, trees, children, horse, dog, and wagon*, one at a time.

As each word is written, spelled phonetically, and recognized, lead the pupils to fully describe the object mentioned, without using its name.

Seat-work : Fill out the following stories, using the words *wagon, dog, children, trees, house, and horses* : —

- | | |
|------------------------|-----------------------|
| 1. Those — are strong. | 4. These — are clean. |
| 2. His — are green. | 5. That — is large. |
| 3. My — is kind. | 6. This — is new. |

How many wheels has a wagon?

What is a dog good for?

Children like to do what?

Tell the parts of a tree.

How do horses help us?



LESSON XIX.

Lead the pupils to name the different parts of the face; such as, eyes, mouth, etc.

Place the following words on the board: *lips, chin, cheeks, eyes, nose, and mouth*, one at a time.

As each word is recognized, lead the pupils to tell stories about the part of the face named.

Talk to your pupils about personal cleanliness. Lead them to tell the way in which the cat washes itself, and remind them that they ought to be able to use their hands better than the cat does its paws.

Seat-work: Finish the following stories by inserting the words *mouth, eyes, nose, cheeks, lips, and chin*: —

- | | |
|----------------------|-----------------------|
| 1. My —— are rosy. | 4. Her —— is shut. |
| 2. His —— are blue. | 5. Your —— are still. |
| 3. That —— is short. | 6. This —— is large. |

See how neatly you can copy the above.

Tell more stories with your pencils about these parts of the face.

Have you taken a paper home this week to show your parents?

LESSON XX.

Say to the pupils: "We will make believe we are setting the table for dinner. What dishes shall we put on it?"

Have them answer individually in full sentences, not repeating what has been said.

Call most frequently on the duller pupils.

Write on the board, one at a time, the words *knife*, *fork*, *spoon*, *cup*, *glass*, and *plate*.

As each word is written, spelled phonetically, and recognized, lead the pupils to describe and tell stories about the object mentioned, without using its name.

Seat-work: Make complete stories out of the following, using for the purpose the words *cup*, *plate*, *glass*, *fork*, *spoon*, and *knife*:—

- | | |
|---------------------|----------------------|
| 1. This — is large. | 4. A — is round. |
| 2. My — is silver. | 5. That — is small. |
| 3. The — is sharp. | 6. Your — is broken. |

Copy these stories as nicely as you can.

Write more stories about these objects. Tell what they are made of, their color, shape, size, etc.

Ask the teacher which pupil has written the best stories.



LESSON XXI.

Play the "Guessing Game," using for the purpose the names of the following-mentioned objects: girl, boy, bag, sponge, door, and basket.

Place these words on the board in a column. Lead the pupils to tell stories in which they occur.

Be sure that in telling their stories the following words are also used: *high, round, wet, little, busy, and good.*

Write the latter list of words also upon the board, in a separate column, and call upon the pupils, in concert and individually, to tell stories in which one word from each column is used; thus, This boy is busy; My basket is round; etc.

NOTE. Remember to have each new or unfamiliar word learned by the phonetic method.

Seat-work: Complete the following stories with the words *good, busy, little, wet, round, and high*:—

- | | |
|--------------------|-----------------------|
| 1. The bag is —. | 4. These boys are —. |
| 2. That girl is —. | 5. A door is —. |
| 3. My basket is —. | 6. Our sponges are —. |

See how neatly you can copy these stories.

Make some more stories of your own about the same objects. Tell what they are made of, and what they are used for.

Remember to commence each story with a new word.



LESSON XXII.

Question the pupils as follows: “What do boys like to play with, Everett? Raymond? Annie? Edward? Alice?”

“What kind of toys does Santa Claus bring good boys, Willie? Etta? Ruby?”

Write the words *kite, marble, top, ball, bat, and knife* on the board, one at a time.

As each word is written, spelled phonetically, and recognized, lead the pupils to fully describe the object mentioned, without using its name.

Seat-work: Fill out the following stories, using the words *red, high, round, open, smooth, and long* : —

- | | |
|----------------------|-----------------------|
| 1. This top is —. | 4. My marbles are —. |
| 2. Your bat is —. | 5. These balls are —. |
| 3. Our knives are —. | 6. Your kite is —. |

Copy these stories, and tell more stories about the same objects.

Where do you get these things?

What shape have they?

What is their color?



LESSON XXIII.

Place on the board the words *pies, apples, cake, nuts, candy, and orange* in one column, and the words *sour, red, hard, rich, round, and sweet* in another.

Call upon different pupils to tell stories, each of which shall contain one word from each column; as, An orange is round; Those nuts are hard; etc.

Draw the attention of the pupils to the fact that *an* must be used before orange, and caution them to use *is* and *are* correctly.

Remember to keep *got, seen, and now*, together with other faulty expressions, on the board, cancelled, and occasionally refer to them.

Seat-work: Make complete stories out of the following, using for that purpose the words *rich, red, hard, sour, round, and sweet*: —

- | | |
|---------------------|------------------------|
| 1. This cake is —. | 4. These apples are —. |
| 2. My pies are —. | 5. Those nuts are —. |
| 3. Your candy is —. | 6. The orange is —. |

Copy these stories very neatly.

Play you are going to have a doll's party, and write some stories about the nice things you will give the little guests to eat.



LESSON XXIV.

Play the "Guessing Game" with the pupils, and use for the purpose the following names of objects in the schoolroom; viz., coal, stick, books, paper, windows, and fire.

Write the above words on the board in one column, and in another column the words *warm, long, white, red, black, and open*.

Have the pupils tell stories, using a word from each column in each story.

Drill the pupils on the correct use of *is* and *are*. Direct your explanation to those who are slow of comprehension. Make the explanation simple and only general. Practice is better than theory at present.

Seat-work: Finish the following stories by inserting in the proper places the words *warm, white, long, black, red, and open*: —

- | | |
|-------------------------|-----------------------|
| 1. The coal is —. | 4. These books are —. |
| 2. That stick is —. | 5. My paper is —. |
| 3. Those windows are —. | 6. This fire is —. |

Can you write as nicely as these stories are written? Try to make a copy of them that will be just as neat.

Write some stories for your parents, and tell them about the things you have in your schoolroom.

Ask your teacher to let you take this paper home.



LESSON XXV.

Say to the pupils: "We will make believe go to a toy-store to buy our good girls some playthings. What shall we buy, Harry? Clara? Nancy? Willie?" etc.

As fast as the following names of objects are mentioned, place them on the board in a column: dolls, rope, swing, hoops, dishes, and table.

Write in another column the words *high*, *pretty*, *low*, *little*, *long*, and *round*.

Ask who can tell the best stories about these objects.

Require the pupils to use a word from each column in telling a story; as, My swing is high.

Seat-work: Make the following stories complete by using the words *low*, *pretty*, *high*, *little*, *long*, and *round*:—

- | | |
|-----------------------|-----------------------|
| 1. These dolls are —. | 4. That swing is —. |
| 2. Your rope is —. | 5. Those hoops are —. |
| 3. This table is —. | 6. Our dishes are —. |

Copy these stories very neatly.

Tell some pretty stories of your own about these objects.

Have you a doll? What is her name?

What can a hoop do?

Of what are dishes made?



LESSON XXVI.

Describe, one at a time, to the pupils the following-named animals: ox, cow, dog, horse, rat, and hen.

Do not use the name of the animal, but lead the pupils to guess it.

As soon as one or more pupils have caught your idea, allow them to help you in describing it to the rest, without mentioning its name. When the majority have guessed it, let them tell you the name, and spell it for you to write on the board.

Seat-work: Fill out the following stories, using the words *strong*, *little*, *cross*, *gentle*, *pet*, and *white* : —

- | | |
|------------------------|----------------------|
| 1. My hen is a —. | 4. His sheep are —. |
| 2. Your cow is very —. | 5. Those rats are —. |
| 3. That ox is —. | 6. These dogs are —. |

Copy these stories, and tell more stories about the same animals.

Have you a pet hen?

Cows do no work. Of what use are they?

Which animal gives us wool? For what do we use the wool?

Do not answer with only one word.

LESSON XXVII.

Say to the pupils: "Let us make a play trip to the beach. What do you see, Frank? Stanley? Carl? Jennie?" etc.

Write on the board the words *sand, water, shells, rock, hills, and crabs* in one column, and in another column the words *white, pretty, dry, ugly, blue, and hard*.

Call upon the pupils, individually, to give stories in which one word from each column is used.

If you notice an inattentive pupil, surprise him by a question.

Keep up the interest in the lesson by varying the method of reciting.

Seat-work: Complete the following stories, using the words *white, pretty, dry, blue, ugly, and hard*:—

- | | |
|------------------------|-----------------------|
| 1. This sand is —. | 4. These hills are —. |
| 2. Those shells are —. | 5. That rock is —. |
| 3. That water is —. | 6. The crabs are —. |

Copy the above stories.

Ask your teacher who is the best writer.

With your pencils tell some stories for your parents about your "play" trip to the beach.

Take this paper home to show to your parents.



LESSON XXVIII.

Have the pupils name the various objects in the schoolroom in divisions; thus, The blue objects; The yellow objects; The large objects; The small objects; The short objects; The long objects; etc.

Give a short exercise in the correct use of *is* and *are*; e.g., let one pupil say, My *pencil is* long; another, My *pencils are* long; etc.

Have the slow pupils recite most frequently.

Seat-work: Fill the following blanks, using for the purpose the words *black, hot, smooth, sharp, white, and little*:—

- | | |
|---------------------|------------------------|
| 1. A slate is —. | 4. Your pencils are —. |
| 2. The ink is —. | 5. Her chalk is —. |
| 3. Our desks are —. | 6. That stove is —. |

Copy the above stories. See how neatly you can write.

Make up some stories of your own about these objects. Of what is a slate made?

Of what use are the objects mentioned in the stories?



LESSON XXIX.

Say to the pupils: "Lay your heads down upon your desks, shut your eyes, and let us have a little day-dream about a trip to the city."

After allowing the pupils to remain quietly in this position for a minute, give the signal for "position," and ask, "What did you see in your dream, Fanny? John? Annie? Nellie?" etc.

Do not call upon the pupils in regular succession.

Always ask the question before mentioning the name of the pupil who is to answer it.

Seat-work: Fill the following blanks by use of the words *new, blue, large, pretty, steep, and little*:—

1. These hills are —.
2. This boat is —.
3. The water is —.
4. Those birds are —.
5. A fish is —.
6. Those cars are —.

See if you can copy these stories more neatly than any other pupil in the room. Ask the teacher whether you did.

Write some more stories for your parents about the objects you saw in your day-dream.

Take this paper home to show to your parents.



LESSON XXX.

Ask the pupils to name the different parts of the body; as, the feet, the neck, etc.

Write on the board the words *neck, head, hands, feet, fingers, and arms*, one at a time.

As each word is written and recognized, lead the pupils to describe the part mentioned.

Seat-work: Fill out the following stories with the words *long, round, clean, still, little, and strong*: —

1. My hands are —.
2. Your feet are —.
3. Her fingers are —.
4. His arms are —.
5. The neck is —.
6. Your head is —.

Copy these stories, and tell more stories about these parts of the body.



LESSON XXXI.

Partially describe, one at a time, to the pupils the following-named animals: cat, hog, duck, pig, sheep,

and goat, without using the name of the animal about which you are talking.

As before, allow the bright pupils to help the duller ones to guess.

Refer to the cancelled words on the board whenever faulty expressions are used.

As the name of each animal is guessed, place it on the board. Show the pupils a picture of the animal, and let them tell stories using its name.

Be careful not to interrupt a pupil to correct an error of speech. Wait until he has finished what he is saying.

Seat-work: Make the following stories complete, and use for the purpose the words *fat*, *gentle*, *pretty*, *pet*, *dirty*, and *cross*:—

1. My cat is a ———.
2. These pigs are ———.
3. This goat is ———.
4. Your ducks are very ———.
5. Those boys are ———.
6. Your sheep is ———.

Copy these stories very neatly.

Be careful to use *is* and *are* correctly.



LESSON XXXII.

Question the pupils in the following manner: “Who is there at home whom you love dearly, Effie? Lulu? Henry? Charles? Anna?” etc.

Do not accept answers of only one word.

Caution the pupils not to repeat what has been said.

Write the words *papa*, *mamma*, *baby*, *grandma*, *brother*, and *sister* on the board in one column, and the words *kind*, *old*, *tall*, *pretty*, *little*, and *good* in another.

Be sure that the pupils understand what is required of them in the seat-work.

At the commencement of their work give them a chance to ask how to spell such words as they wish to make use of in their stories.

Seat-work: Fill out the stories given below with the words *kind, tall, little, old, good, and pretty*:—

- | | |
|-------------------------|------------------------|
| 1. This baby is very —. | 4. His brothers are —. |
| 2. Your papa is —. | 5. Her sister is —. |
| 3. Our mammas are —. | 6. My grandma is —. |

See how neatly you can copy all the above stories.

Write some stories in answer to the following questions: What kind things does your mamma do for you? What can you do for her? How does your papa show that he loves you? What can you do to make him happy?



LESSON XXXIII.

Play the “Guessing Game” with the pupils, using for the purpose the objects we see above us when out of doors, as follows: rainbow, sun, stars, moon, clouds, and sky.

As each object is guessed by the pupils, allow them to tell stories using its name.

Draw from the pupils any ideas they may have on the subject, and give them additional information.

Ask questions similar to the following: Where does the sun rise? It sets where? What is the shape of the moon? the stars?

Use a glass prism to show how a rainbow is formed.

Seat-work : Complete the following stories, using for the purpose the words *full, warm, white, pretty, blue,* and *bright* :—

- | | |
|------------------------|-------------------------|
| 1. Those stars are ——. | 4. The sky is ——. |
| 2. The sun is ——. | 5. These clouds are ——. |
| 3. A rainbow is ——. | 6. That moon is ——. |

Copy these stories very neatly.

See what good answers you can write to the following questions: Where does the sun rise? It sets where? When do we see the rainbow? How does the water get up into the clouds? When do we see the stars? Do we ever see the moon in the daytime?

Tell some more stories about these objects.



LESSON XXXIV.

Ask the pupils to name the different parts of the head; as, ears, face, etc.

Write the words *hair, tongue, face, forehead, teeth,* and *ears* on the board, one at a time.

As each word is written, spelled phonetically, and recognized, lead the pupils to describe and talk about the part mentioned.

Seat-work : Finish the following stories, using the words *small, early, white, red, clean,* and *high* :—

- | | |
|------------------------|------------------------|
| 1. Your forehead is —— | 4. These faces are ——. |
| 2. Our teeth are ——. | 5. His ears are ——. |
| 3. Her tongue is ——. | 6. My hair is ——. |

Copy these stories, and write more stories about the same parts of the head.

Tell what color of hair you like best.

Do you think curly hair is pretty?

Can you wash your face as nicely as the cat can hers?

What happens when you do not keep your teeth clean?

Of what use is your tongue?

For what do you use your teeth?



LESSON XXXV.

Play the "Guessing Game," using the following names of animals: frogs, snakes, lions, fish, bat, and deer.

Give a short exercise on the correct use of *is* and *are*. Caution the pupils to be very careful in using these words.

Recall wandering attention by a question addressed to the pupil by name.

Seat-work: Finish the following stories by using the words *round*, *strong*, *gentle*, *blind*, *green*, and *little*: —

- | | |
|--------------------------|----------------------|
| 1. These frogs are —. | 4. Those deer are —. |
| 2. A snake is —. | 5. This bat is —. |
| 3. The lions are very —. | 6. That fish is —. |

Copy these stories, and tell some more stories about the same animals.

What can a frog do?

Do you like snakes?

Where did you ever see a lion?

What else is it called?

Do you think you could catch a wild deer?

What two animals does a bat look like?

Tell a story about going fishing.



LESSON XXXVI.

Talk to the pupils as follows: "Let us make believe we are in a beautiful garden. Each scholar may pick a pretty flower to put in my bouquet. What flower will you give me, Edward? Alice? Roy? Edna? Emily?" etc.

Write on the board the following words: *daisy, pink, violets, pansy, lily, and rose.*

If possible, be provided with some of these flowers, and let the pupils examine them and tell what they see. Ask them why the flowers are pretty. Pull the leaves from off a pansy and show them the little man inside.

Seat-work: Fill the blanks in the following stories by inserting the words *red, purple, round, blue, sweet,* and *white*:—

- | | |
|-------------------------|---------------------|
| 1. My daisy is —. | 4. Your pansy is —. |
| 2. These violets are —. | 5. The roses are —. |
| 3. That pink is —. | 6. This lily is —. |

Copy these stories as neatly as you can.

Write more stories about the same flowers.

Which flower do you like best?

What is the rose called? Ask your teacher.

What does the pansy look like?

Have you a garden of your own? What flowers have you planted in it?



LESSON XXXVII.

Ask the pupils to name the objects they saw on the way to school; such as, house, trees, etc.

Write on the board the words *dog, wagon, horse, trees, house, and children*, one at a time.

As each word is written, spelled phonetically, and recognized, lead the pupils to describe and tell stories about the object named.

Seat-work: Fill out the following stories, using the words *kind, new, large, clean, green, and strong*: —

- | | |
|------------------------|---------------------|
| 1. These wagons are —. | 4. The trees are —. |
| 2. This house is —. | 5. My dog is —. |
| 3. These men are —. | 6. That horse is —. |

Of what are wagons made?

A house has a door and what else?

What can a man do?

Who lives in a tree?

What tricks can a dog do?

Of what use is a horse?

Be sure to tell the “whole story.”



LESSON XXXVIII.

Say to the pupils something similar to the following:
“Let us play we are rich, and that we are going to buy

some nice clothes. To what stores shall we go, and what things shall we buy?"

Allow them to tell you the material and color of the garments, how they wish them to be made, etc.

Endeavor to secure good attention. If the interest decreases, vary the mode of presentation. Aim to keep the pupils on the alert. Watch the slower pupils.

Seat-work: Make the following stories complete by inserting the words *white*, *round*, *clean*, *new*, *black*, and *square*: —

- | | |
|-----------------------|-----------------------|
| 1. My dress is —. | 4. His coat is —. |
| 2. These hats are —. | 5. The shawls are —. |
| 3. Your aprons are —. | 6. Those shoes are —. |

What color do you like for a dress?

What animal gives wool, of which coats are made?

Of what are hats made?

Where do we get leather? For what do we use it?



LESSON XXXIX.

Describe to the pupils the following-named insects, one at a time: butterfly, beetle, ant, flea, fly, and bee, and lead them to guess their names.

Seat-work: Fill the blanks given below with the words *pretty*, *red*, *busy*, *ugly*, *little*, and *black*: —

- | | |
|-----------------------|----------------------|
| 1. These fleas are —. | 4. This beetle is —. |
| 2. A butterfly is —. | 5. That fly is —. |
| 3. The bees are —. | 6. Those ants are —. |

When do you see butterflies? Where do they like to be?

What can a beetle do?

Can you catch a flea?

What can a fly do that you cannot?

Do you like what the bee makes?

Are you a "busy bee"?

Where do the ants live?



LESSON XL.

Ask the pupils to name the different parts of the face; such as, mouth, chin, etc.

Write on the board the words *eyes*, *nose*, *mouth*, *cheeks*, *chin*, and *lips*, one at a time.

As each word is written, spelled phonetically, and recognized, lead the pupils to describe and tell stories about the part mentioned.

Seat-work: Fill out the following stories, using the words *short*, *still*, *round*, *blue*, *rosy*, and *shut*: —

- | | |
|-----------------------|----------------------|
| 1. Your cheeks are —. | 4. Her chin is —. |
| 2. My lips are —. | 5. These eyes are —. |
| 3. His nose is —. | 6. That mouth is —. |

Copy these stories as neatly as possible.

Write some stories of your own about these parts of the face. Tell what we use them for.

What color of eyes do you like? What do we call people who cannot see? Can they ever learn to read? Ask your teacher.

LESSON XLI.

Give five or ten minutes' oral lesson on the cat.

The teacher should be provided with as large a picture of a cat as possible; or, better still, a live animal.

Lead the pupils to observe its covering of fur, long, round tail, whiskers, sharp claws, the cushions on its feet, etc. Talk about its eyes; ask them to watch its eyes in the dark and in the light; speak of the use of the whiskers to measure holes through which they can pass; ask the pupils to count its toes, etc.

Tell them some little story about a cat; as, "Mother Tabbykins," in "Mother Goose Melodies." Allow them to tell you what their pet cats can do.

Seat-work: Finish the following stories by using the words *cat, tail, ears, eyes, fur, legs, claws, sharp, mouth, scratch*, and *two* : —

1. My —— is covered with soft, warm ——.
2. She has —— ears, —— eyes, four ——, and a long, round ——.
3. She has small —— teeth in her ——, and long, sharp —— on her feet.
4. She will —— me if I hurt her.

Copy these stories, and tell more stories about the cat.

Have you a cat? What is its name? Tell what it can do. Do cats like dogs? What do they do when they see a dog? What is the cat's wash-cloth?

LESSON XLII.

Give a five or ten minutes' oral lesson on the color red. Have each pupil provide himself with some red object. The teacher should be provided with red paint, crayon, cloth, paper, worsted, flowers, etc.

Have the pupils name red articles to furnish a room; red flowers to stand in the window; red fruits to place in a dish on the table; red vegetables to put in a pan under the table; pictures of red animals to hang on the walls; and red articles of clothing.

The teacher can use other colors for similar lessons.

Seat-work: Complete the following stories, using the words *garden, rose, apple, red, and flowers*: —

1. I have a pretty — dress.
2. The red — smells very sweet.
3. Fred has a large red —.
4. You picked a little — pink in the —.
5. Your cheeks are very — to-day.
6. Do you not think those red — are pretty?

Copy these stories, and tell more stories about red objects.

Have your stories as different as you can.



LESSON XLIII.

Give a five or ten minutes' oral lesson on the sphere.

The teacher should be provided with various objects of a spherical form; such as different sized balls, marbles, shot, etc.

Have the pupils carefully observe and tell that a sphere is *all* (*i.e.*, perfectly) round, has a curved surface, and can roll *every* way.

Lead the pupils to name everything they know of a spherical form; such as balls, eyes, oak-balls, shot, cannon-balls, pills, drops of water, heads, sun, moon, earth, stars, etc.

The teacher may give similar lessons with other forms.

Seat-work: Fill the following blanks, using for the purpose the words *roll*, *sphere*, *stand*, *earth*, and *spheres*:—

1. This large ball is shaped like a —.
2. A sphere can — and —.
3. The — is a sphere.
4. These stars are all shaped like —.
5. I like to — the red —.
6. Fred, do you see those little —?

Copy these stories, and tell more stories about a sphere.



LESSON XLIV.

Say to the pupils: "Who can guess the name of the animal of which I am thinking?" (*i.e.*, a dog).

When the majority of the class have guessed the animal's name, show them as large a picture of a dog as you can procure, and lead them to observe and talk about its parts, habits, and uses.

Tell them a short story of a dog; such as the fable of the greedy dog, who, in crossing a stream, lost his meat while grasping at the shadow of it in the water.

Always after telling the pupils a story, require them to repeat it in their own language.

Seat-work: Finish the following stories by inserting the words *swim, dog, eyes, four, ears, bite, tail, and teeth*:—

1. A dog has two —, two —, a mouth, and — legs.
2. This dog has a long, bushy —.
3. My — will not —.
4. He has large, strong — in his mouth.
5. Your — is named Jip.
6. He likes to — after a stick.

Copy these stories very neatly.

Write stories of your own about your pet dogs, or some dog you have seen.



LESSON XLV.

Write the word *coal* on the board.

When the word has been spelled phonetically and recognized, lead the pupils to describe the object mentioned, without using its name.

Show them a piece of coal, and lead them to observe it and tell stories about its various properties. Ask them where it comes from, what its use is, etc.

Seat-work: Fill the following blanks, using for the purpose the words *coal, mine, black, dirty, hard, heavy, break, and fire*:—

1. This coal is — and —.
2. It makes a very warm —.

3. We get the — out of a deep —.
4. Coal is very — and —.
5. They burn — in an engine furnace.
6. I can — a piece of coal.

Copy these stories, and tell more stories about coal.
Commence each story with a different word.



LESSON XLVI.

Tell the pupils that you have thought of an animal (*i.e.*, a horse), and lead them to guess its name without mentioning it.

When the majority of the class have guessed the animal's name, show them as large a picture of a horse as you can procure. Lead them to observe and talk about its long head, long neck, mane, covering, long tail, and long slender legs, food, uses, etc.

Tell them a story about the sagacity of a horse. Ask them what their horse can do.

Seat-work: Complete the following stories with the words *ride, horse, four, two, tail, hay, is, water, grain, back, and hair*:—

1. The horse's head — very long.
2. A — is covered with short —.
3. The horse has — legs, — eyes, — ears, a mane, a long —, and — hoofs.
4. I like to — on — horse's —.
5. The horse eats — and —, and drinks —.
6. We should never be unkind to a —.

Copy these stories very neatly.

Tell more stories with your pencil about some horse you have seen.



LESSON XLVII.

Place the word *glass* on the board.

When the word is recognized, lead the pupils to tell all they know of the material mentioned, without using its name. Show them various objects made of glass. Ask them if they ever saw any manufactured. Talk about the materials composing it, etc.

Seat-work: Make the following stories complete by inserting the words *look, clock, glass, room, and break*:—

1. There are four — windows in this —.
2. We can — through glass.
3. Fred has five — marbles in his pocket.
4. The face of the — is made out of —.
5. May I have a — of milk?
6. Glass will — very easily.

Copy these stories, and tell more stories about glass objects.



LANGUAGE LESSONS.



LESSON I.

SAY to the pupils: "I have thought of an animal (*i.e.*, a cow). Who can guess it? Ask me any question that I can answer by yes or no." Be careful not to use its name.

When the majority have guessed the animal's name, show them as large a picture of a cow as you can procure, and lead them to observe and talk about its different parts and their uses.

Seat-work: Finish the following stories by inserting the words *cow*, *skin*, *butter*, *cheese*, *milk*, *hoofs*, and *horns*: —

1. A cow gives us sweet —— to drink.
2. We make —— and —— out of milk.
3. This —— has a pair of long —— on its head.
4. We call the meat of the —— beef.
5. Leather is made out of the cow's ——.
6. Glue is made out of the cow's ——.

Copy these stories.

Tell more stories about the cow.

LESSON II.

Write the word *iron* on the board.

When it has been spelled phonetically and recognized, lead the pupils to talk about it for a few minutes without using its name, and then allow the name to be mentioned.

Have them tell where we get iron, for what it is used, its properties, etc.

Seat-work: Make the following stories complete by using the words *iron*, *stoves*, *heavy*, *mine*, *break*, and *balls*: —

1. Iron is taken out of a deep —.
2. It is very — and hard to —.
3. We can make — and cannon out of —.
4. That stove is made out of —.
5. The carpenter uses — nails.
6. Have you ever seen an — ship?

Copy these stories, and tell more stories about iron objects.



LESSON III.

Describe a rabbit to the pupils, and lead them to guess the animal's name. Show them a picture of a rabbit, if you cannot procure a live animal, and lead the pupils to notice the long ears, short tail, the pink eyes, the shortness of the hind legs, the jumping movement.

Draw from the scholars the fact that the rabbits are very gentle; also that they destroy trees; the use of their flesh for food and the skin for clothing; etc.

Seat-work: Fill the following blanks by using the words *holes, rabbit, eyes, fur, cat, tail, and rabbits*:—

1. A — has a short — and pink —.
2. It is covered with soft white —.
3. My — can dig deep — with its paws.
4. Fred has five white —.
5. I like to see a — jump.
6. A — has whiskers like a —.

Ask the teacher to let you see your first paper. Have you improved?

Take this paper home.



LESSON IV.

Write on the board the word *gold*.

When it has been spelled phonetically and recognized, lead the pupils to talk about the mineral; where we obtain it, and the uses of it; also its properties.

Show them a piece of gold quartz.

Seat-work: Finish the following stories, using for the purpose the words *dollars, gold, hard, heavy, money, mine, and ring*:—

1. We get — out of a deep —.
2. — is yellow.
3. It is — and —.
4. Bessie has a pretty gold —.

5. — is made into —.

6. My father gave me ten — in —.

* Copy these stories, and tell more stories about gold.

What have you that is made out of gold?

What does it mean to be rich?

* NOTE. As in previous work, the teacher should have the stories always neatly copied, and should have the pupils originate others. Each should begin with a new word.



LESSON V.

Describe a sheep to the pupils, and lead them to guess the animal's name.

Talk about the uses of the different parts,—their wool, for clothing, their flesh for food, their skins for leather, their tallow; etc.

Lead the pupils to observe the cloven hoofs of sheep; their cud-chewing; feeding on grass, grain, and vegetables; their rough horns. Speak of their following a leader, living in flocks, name of young; etc.

Read, or ask some pupil to repeat, "Mary had a little lamb."

Seat-work: Complete the following stories by using the words *lamb, wool, Mary, sheep, snow, white, head, dresses, go, horns, coats, and animals*:—

1. The — is covered with warm —.

2. It has — horns on its —.

3. Mary had a little —,

Whose fleece was — as —;

And everywhere that — went,

The — was sure to —.

4. Our —— and —— are made of wool.
5. Sheep are very gentle ——.
6. A shepherd takes care of the ——.

Write as much as you can remember of the story about Mary and her lamb.



LESSON VI.

Say to the pupils: "I have thought of an animal (*i.e.*, a hog). Who can guess its name?"

Follow the rules given in the "Guessing Game."

Show the pupils a picture of a hog, and draw their attention to its cloven hoofs; food, consisting of vegetables, roots, grains, and flesh; the pointed head; snout for rooting; flesh, called pork, bacon, and ham; fat, called lard; bristles; skin, used for making saddles; etc.

Seat-work: Fill the following blanks by inserting the words *hoofs, back, hog, tail, roots, corn, squeal, animal*, and *eyes*:—

1. A —— has small —— and a short ——.
2. It has four cloven ——.
3. It is a very dirty ——.
4. If you hurt a —— it will ——.
5. A —— feeds on —— and ——.
6. They have bristles on their ——.

See how neatly you can copy the stories given above.

Write some stories of your own about the hog.

Do you like this animal? If not, why not?

LESSON VII.

Describe a goat to the pupils, and lead them to guess the animal's name.

Show them a picture of a goat, and direct attention to the horns, beard, covering of hair; cud-chewing, cloven hoof, ability to climb hills and rocky cliffs, fondness for mountains, food, uses of milk, of its skin for fine leather, of the skin of kids for gloves, name of young, etc.

Tell the pupils the fable of "The Two Goats."

NOTE. There is a child's version of Æsop's Fables, by J. H. Stickney. The teacher will find that this book contains many stories of interest and benefit to the pupils. The story referred to is on page 96.

Seat-work: Make complete the following stories by using the words *wagon, goat, sheep, climb, run, hair, hills, and horns*:—

1. The —— is covered with long ——.
2. Its hoofs are cloven like those of the ——.
3. It has —— on its head.
4. A —— likes to —— up ——.
5. It can —— very fast ——.
6. Boys like to teach their —— to draw them in a ——.

Write what you can remember about the story of "The Two Goats."

Have you ever seen a child act like these goats?

LESSON VIII.

Say to the pupils: "I have thought of an animal (*i.e.*, a snail). Who can find out its name by asking me questions which I can answer by yes or no?"

(See Lesson III., Block III., for description of "Guessing Game.")

Do not allow answers of only one word.

Always refer to the cancelled words on the board if faulty expressions are used.

If possible, obtain some snails to show the pupils. If the snails are not to be had, use pictures.

Direct attention to the snail's horns, shell or house, its one foot on which it crawls, soft body without bones, its slow motion, the trail which the snail leaves behind it, etc.

Seat-work: Fill the following blanks so as to make stories, using the words *back*, *soft*, *snail*, *slowly*, *color*, *leaves*, *horns*, and *them* : —

1. The —— carries its house on its ——.
2. It has two —— on its head.
3. Its body is very ——, and of a yellowish ——.
4. It moves along very ——.
5. If you touch the snail's —— it will draw ——
in again.
6. It eats the —— of different plants.

Copy the stories given above. Try to write very nicely.

Tell more stories with your pencil about the snail.

Did you ever see one? Where was it? What was it doing?

Would you like to hold a snail in your hand? Why not?

Write stories that will answer these questions.



LESSON IX.

Give to the pupils a description of a bat, and lead them to guess the animal's name.

Show them a picture of a bat, or a stuffed specimen, and direct attention to its wings, made of thin skin without feathers; the hooks on each wing; its covering of soft, thick fur, like that of a mouse; color, gray and brown; food, insects; small eyes; long ears; small, sharp teeth, like those of a cat. Speak of its swift movements, harmless nature, of the fact that it sleeps during the day and flies about at night; also mention that the bat sleeps all winter, or hibernates.

Tell your pupils the story of "The Bat and the Weasels," to be found on page 40 of the "Child's Version of Æsop's Fables."

NOTE. You will be able to hold the attention of your class much better if you tell stories in your own language than if you read the same stories from a book.

Seat-work: Fill the blanks below by inserting the words *fur*, *feet*, *day*, *swiftly*, *night*, *wings*, *mouse*, *bugs*, *flies*, and *bat* : —

1. The — is covered with soft — like a —.
2. It has two thin —.
3. Bats can hang themselves up by their hind —.

4. It sleeps in the — and flies in the —.
5. A — eats — and —.
6. It can fly very —.

Write all you can remember of the story the teacher told you about a bat.



LESSON X.

Partially describe a frog to the pupils, and have them try to guess the animal's name.

Obtain a live frog if possible, or, if not, place a picture of a frog before the pupils, and allow them to discover for themselves its parts, peculiarities, etc.

Never give them information which they can obtain for themselves, especially with the object before them. Help them to observe by giving them indirect suggestions.

Tell the pupils the story of "The Mouse, the Frog, and the Hawk," found on page 54 of the Fables.

NOTE. The teacher should not allow the pupils to use long, involved sentences connected together by *and*. Tell them to make all their stories short.

Seat-work: Finish the following stories by use of the words *tail, frog, hear, pond, hop, and swim*:—

1. A — is green.
2. It can — and —.
3. A — has no —.
4. It sings in the —.
5. I like to — a — sing.
6. Did you ever catch a —?

What makes a frog feel so cold?

Tell with your pencils all you can remember of the story your teacher told you.

Make your stories short.

LESSON XI.

Play the "Guessing Game" with the pupils.

Tell them you have thought of an animal (*i.e.*, a fox).

Show them a picture of a fox, and draw attention to its pointed head, bushy tail called a brush, sharp eyes, long body and short legs. Speak of its keenness of smell, the fact that it sleeps in the daytime and hunts at night, etc.

Tell some story of a fox; such as, "The Fox and the Grapes," page 15 of the Fables.

* Play the "Rhyming Game."

Seat-work: Make complete the following stories by using the words *tail, hens, run, eyes, grapes, nose, animal, fur, fox, and ducks*:—

1. A — is a wild —.
2. It has sharp —, a pointed —, and a bushy —.
3. It can — very swiftly.
4. It is covered with warm —.
5. The — could not get the —.
6. It likes to eat — and —.

See how neatly you can copy these stories.

Make up some little stories of your own about a fox.

What can it do? Did you ever see a fox? Where was it?

Write the story that your teacher told you.

LESSON XII.

Describe a whale to the pupils, and lead them to guess the animal's name.

Show a picture of a whale, and direct attention to the fact that it is not a fish; that it is the largest animal; that it cannot breathe under water; etc.

Speak of its warm blood and great strength; how it is captured and the uses to which its various parts are put.

Show a piece of whale-bone, and inform the pupils that it is not bone at all, but more like horn; also that it comes from the mouth of certain kinds of whales. Tell them that the young is called a calf; also that it does not feed on fishes, like so many other large water animals.

Seat-work: Complete the following stories by using the words *fish, water, animal, oil, whale, ship, and whale-bones* : —

1. The —— is the largest ——.
2. It is not a ——.
3. A —— cannot breathe under the ——.
4. It lives in the ——.
5. Sometimes a —— sinks a ——.
6. We get —— and —— from a ——.

Copy the stories given above.

Write some others in answer to the following questions: Is the whale a fish? How is it like a fish? What is its use? What has a whale instead of wings or arms or legs?

Tell anything else you know about a whale.

LESSON XIII.

Write the word *duck* on the board, and have the pupils describe it to you without speaking its name.

Show a picture of a duck, or a stuffed duck. As you talk of its parts and habits, use its name.

Direct attention to its color, webbed feet (asking the pupils why they are so made), its long neck, broad bill, short legs, uses, habits, food, etc.

Tell a story about the hen that hatched duck's eggs.

Seat-work: Fill the blanks in the following stories, using the words *feet, fox, legs, neck, wings, eggs, duck, feathers*, and *bill*: —

1. A — has two short —, two pretty —, a long —, and a broad, flat —.
2. It is covered with pretty —.
3. A — has webbed — with which to swim.
4. The — caught a — and ate it.
5. Fred had five — but he lost one.
6. Fred's ducks lay nice large —.

Copy these stories, and tell more stories about a duck.

What noise does it make? Why are its feet webbed? What can a duck do that a hen cannot? What did the old hen think would happen to her ducklings in the water?



LESSON XIV.

Tell the pupils that you have thought of an animal (meaning a fish).

Guide them to ask you questions answerable by yes or no, about its legs, covering, habits, uses, etc. Do not allow them to use the name of the animal while they are guessing.

Show a picture of a fish or fishes. Draw attention to the shape, head, absence of neck, covering of scales, its cold blood, gills for breathing, tail for steering, uses, habits, the varieties, etc.

Tell the story of "The Fisherman and a Little Fish," page 70 of the Fables.

Seat-work: Finish the following stories by inserting the words *water*, *gold-fish*, *dish*, *caught*, *fish*, *scales*, *hook*, *basket*, *home*, and *mamma* : —

1. A — is covered with —.
2. It lives in the —.
3. I saw five — in a glass —.
4. Frank — four — with a —.
5. As he was going — one fish fell out of his —.
6. Frank's — cooked the — for dinner.

Try to copy the above stories very neatly.

Write some stories to answer the following questions: Did you ever go fishing? How many fish did you catch? Why is a fish cold? Can you name another animal that is covered with scales?

Write what the little fish said to the fisherman.

What did the fisherman say in reply?



LESSON XV.

Play the "Guessing Game" with the pupils.

Say: "I have thought of an animal; see if you can guess it." (Have in mind a bear.)

Show the pupils a picture of a bear. Lead them to notice its short legs, shaggy fur, large size, sharp claws and teeth, preference for vegetable food, fondness for honey, ability to climb, habits, uses, etc.

Play the "Rhyming Game."

Tell the story of "The Bear and the Two Travellers," on page 38, "Æsop's Fables."

NOTE. Teach the pupils the name of the young of each animal that forms the subject of a lesson, when that name is distinctive; like lamb, duckling, kid, chicken, etc.

Seat-work: Fill out the following stories, using the words *woods, fur, bear, run, are, roots, flesh, climb, animal, and berries*:—

1. A — is a large and strong wild —.
2. Bears live in the —.
3. They — covered with thick, warm —.
4. The — cannot — very swiftly.
5. It can — trees after honey.
6. It lives on —, —, and —.

In your stories answer the following questions, but do not say merely yes or no: Did you ever see a bear? Where was it? What did you see it do?

What happened to the two men as told you by the teacher?



LESSON XVI.

Describe a hedgehog to the pupils, and lead them to guess the name of the animal.

Show them the picture of a hedgehog, and draw attention to its head, like a hog's, its short legs and tail, its back covered with spines, its habits, etc.

Tell the story of "The Porcupine and Snakes," page 90, "Æsop's Fables."

NOTE. Be careful to make the pupils understand that these stories are "make believe." Tell them the animals do these things, and that we make up a story about them.

Seat-work: Make the following stories complete, using for the purpose the words *insects, hedgehog, the, back, spines, under, roots, animal, and to* : —

1. The — is a little —.
2. It eats — and —.
3. A — sleeps during — day.
4. It has — on its —.
5. It lives — hedges.
6. I should not like — touch a —.

Why does a hedgehog make itself into a ball? Would you like to pat a hedgehog? Why not?

Was the hedgehog polite to the snakes?



LESSON XVII.

Say to the pupils: "I have thought of an animal (meaning a wolf). Who can guess its name?"

Show the picture of a wolf, and direct attention to its size, strength, resemblance to a dog, claws, sharp teeth, rough fur, habits, etc.

Tell, or ask some pupil to tell, the story of "Red Ridinghood."

Seat-work: Complete the following stories with the words *A, run, has, teeth, shot, swiftly, dog, kill, claws, with, are, and The* : —

1. — wolf is like — large —.
2. They — covered — fur.
3. — wolf can — a man.
4. It can — very —.
5. It — sharp — and —.
6. My father — a wolf — his gun.

Tell all you remember about Red Ridinghood.

Where was she going? What did she meet? What did the wolf do to her?

Make your stories short.



LESSON XVIII.

Give a description of a crab to the pupils, and have them try to guess the animal's name.

Show them a picture of a crab, or a live specimen, and direct their attention to the shell, legs, tail bent forward under the body, pincers, eyes, ability to walk forward, backward, and sideways, etc.

Speak of hermit and fiddler crabs; of the size, varying from that of a penny to a yard square; of the fact that a new leg will grow when one has been broken off; and state that the crabs shed their shell in one piece.

Tell the story of "The Fox and the Crab," page 36 of Fables.

Seat-work: Fill the following blanks so as to make stories, using the words *has, will, water, crab, legs, five, are, into, is, with, let, hard, and at*:—

1. The crab — covered — a — shell.
2. It — eight legs.
3. It — pinch if you — it.

4. I saw a — down — the beach.
5. Fred caught — crabs, but one fell —
the —.
6. Some crabs — very small.

Write stories of your own about a crab.

What did the fox do to the crab? What did the crab wish?

Take this paper home.



LESSON XIX.

Play the "Guessing Game" with the pupils.

Say: "I have thought of an animal." (Have in mind a squirrel.)

Show them a picture of a squirrel, and direct their attention to the large, bright eyes, long ears, soft fur and bushy tail, etc.

Speak of flying squirrels and chipmunks.

Tell a story of a pet squirrel.

Seat-work: Finish the following stories by inserting the words *is, a, with, has, animal, of, run, have, squirrel, warm, bushy, swiftly*, and *The* :—

1. I think — squirrel — a very pretty little —.
2. It — covered — soft, — fur.
3. — squirrel — a long, — tail.
4. It — very fond — nuts.
5. I — a little pet —.
6. A — can — very —.

Copy these stories, and tell more stories about a squirrel.

Would you like to have a pet squirrel? What would you do with it?

Ask the teacher which scholar writes the best stories.



LESSON XX.

Write the word *owl* on the board.

When it is recognized, lead the pupils to describe the bird.

Show them pictures of different kinds of owls; such as great horned owls, barn owls, pigmy owls, etc. Direct attention to their large heads; large, staring eyes; the tufts of feathers, like ears, which many have; their soft plumage; legs covered with feathers; habits; food; etc.

Caution the pupils to use *an* before the word owl.

Tell the pupils the fable of "The Owl and the Grasshopper," page 124, "Æsop's Fables."

Seat-work: Fill out the following stories, using the words *An, in, is, has, The, with, caught, see, you, feathers, round, saw, and little*:—

1. — owl — covered — soft —.
2. It — large — eyes.
3. I — one sitting — a tree.
4. — owl — a poor — mouse.
5. It cannot see — the day.
6. Did — ever — an owl?

Did you ever see an owl? Where was it? What other animal flies at night? What did the owl do to the grasshopper?

LESSON XXI.

Place the word *paper* on the board.

When it is recognized, lead the pupils to talk about the substance mentioned, for a few minutes, without using its name. Then speak of the manufacture of paper, its composition, its various uses, colors, etc.

Refer to its almost universal use by the Japanese. Also give any other information you may have about it.

Seat-work: Complete the following stories, using for the purpose the words *on*, *see*, *The*, *have*, *My*, *is*, *made*, *his*, *paper*, *at*, and *go* : —

1. — paper — very white and smooth.
2. We can write — paper.
3. I — a fan — out of red paper.
4. — father reads — paper — night.
5. Did you ever — a — napkin?
6. A — kite will — very high.

Of what is paper made? For what do we use it?



LESSON XXII.

Particularly describe a seal to the pupils, and lead them to guess the animal's name. Then show them a picture of a seal, and direct attention to its covering of fur, head like a dog's, beautiful eyes, whiskers, tail, fins, home, food, habits, etc.

Seat-work: Fill the blanks in the following stories with the words *is*, *A*, *with*, *climb*, *The*, *make*, *on*, *saw*, *in*, and *out* : —

1. — seal lives — the water.
2. It — covered — fur.
3. — seal can — high rocks.
4. It lives — fish.
5. We — coats — of seal-skin.
6. Once I — a tame seal.

Did you ever see a seal? What was it doing? What has the seal instead of feet or wings?



LESSON XXIII.

Say to the pupils, "I have thought of an animal (*i.e.*, a parrot). Can any one guess its name?"

Allow them, as before, to ask questions that can be answered by yes or no. Then show them a picture of a parrot, and draw attention to its stout, thick bill, hooked at the tip; gaily colored plumage; the ease with which parrots are trained to talk; their home in warm regions; food, of fruits and seeds; etc.

Tell a story about a parrot.

Seat-work: Finish the following stories, using the words *has, The, A, is, are, My, say, learn, a, the, like, talk, and bird*:—

1. — parrot — a very pretty —.
2. It — a very strong, thick bill.
3. Its feathers — very gay.
4. — parrot can — to talk.
5. — parrot can — "Polly wants cracker."
6. I — to hear — parrots —.

Copy, and write more stories about some parrot you have seen. Did you ever hear one whistle?



LESSON XXIV.

Write the word *cotton* on the board.

When it has been spelled phonetically, and recognized, lead the pupils to talk of this plant for a few minutes, without using its name.

The teacher should be provided with some cotton pods, cotton batting, thread, and some pieces of cotton cloth of various colors; also pictures of cotton-fields.

Give a simple and brief description of the way in which this plant is cultivated, and the cotton manufactured into cloth.

Allow the pupils to name all the uses of this substance with which they are familiar.

Seat-work: Finish the following sentences by inserting the words *a, is, grows, white, places, in, and, make, cotton, of, and you* :—

1. The cotton — on — plant.
2. It — soft and —.
3. Cotton grows — warm —.
4. We — cloth — thread out — cotton.
5. Is your — apron clean?
6. Will — buy some — cloth for me?

Copy these stories. Make up some stories about cotton.

LESSON XXV.

Play the "Guessing Game," with the name of the eagle to be guessed.

Show the pupils pictures of various species of the eagle, and dwell upon the great size of the bird, its strength, fierceness, etc. Draw attention to its long, hooked beak; its large, hooked claws; great, strong wings; sharp eyes; rapid flight; animal food; etc.

Drill on the use of "an" before eagle.

Play the "Rhyming Game."

Seat-work: Complete the following sentences, using for the purpose the words *is, has, An, wings, large, claws, builds, high, will, chickens, away, baby, in, and saw* : —

1. — eagle — a very — bird.
2. It — large, strong — and —.
3. — eagle — its nest on — rocks.
4. It — eat — rabbits — fish.
5. Once — eagle carried — a dear little —.
6. I — an eagle — a large cage.



LESSON XXVI.

Write the word *peacock* on the board.

When it has been spelled phonetically, and is recognized, let the pupils describe this beautiful bird without using its name.

Then place a picture of a peacock before the class, and, if possible, have some peacock feathers for exhibi-

tion. Lead the pupils to discover all the beauties of this bird.

Seat-work : Fill the blanks in the following sentences by inserting the words *beautiful, has, is, head, neck, The, feathers, with, see, you, on, have, and peacock* : —

1. The peacock — a very — bird.
2. It — a long, graceful —, and a small —.
3. — peacock — covered — pretty —.
4. Did — ever — a peacock?
5. I — some peacock's feathers — my hat.
6. A — is very proud of its fine —.

Do you know whether a peacock can sing? What do they call the female of this kind of bird? What sort of noise does it make? Where did you ever see a peacock? Would you like to have a fan made of peacocks' feathers and ivory?

LESSON XXVII.

Play the "Guessing Game," using the name of the giraffe as the word to be guessed.

Place a picture of a giraffe before the pupils, and draw their attention to its long neck, the horns on its head, long legs and tail, covering, habits, food, etc.

Seat-work : Make the following stories complete, using for the purpose the words *animal, with, a, hair, is, A, long, has, run, giraffe, of, feeds, are, The, and four* : —

1. — giraffe — a wild —.
2. It — covered — short —.

3. It — a — tail and — long legs.
4. The — can — very swiftly.
5. It — on the tops — trees.
6. — hoofs — the giraffe — cloven.

Write some stories of your own about the giraffe.
Have you taken a paper home this week?



LESSON XXVIII.

Play the "Guessing Game," using for the word to be guessed the name of the lion.

Place a picture of this animal before the pupils, and lead them to talk of its characteristic features, habits, food, etc.

Direct attention to its heavy mane, sharp eyes, large teeth and claws, size and strength, covering, etc.

Ask the pupils why he should be called the King of Beasts.

Tell some story of a lion.

Play the "Rhyming Game."

Seat-work: Make complete the following sentences by inserting the words *is, The, A, strong, of, It, has, a, wild, hear, the, you, lion, and back*:—

1. — lion — called — King — Beasts.
2. He — very large and —.
3. — lion — a mane.
4. — is a — animal.
5. Did — ever — a lion roar?
6. A — can break — horse's — with its
paw.

Tell some stories of your own about a lion.

Where did you ever see one? What is a lion like?
What can it do?



LESSON XXIX.

Write the word *camel* on the board.

When it is easily recognized, lead the pupils to talk for a few minutes about this animal, without using its name.

Place a picture of a camel before the pupils, and have them tell stories about its characteristic features, habits, home, etc.

Draw attention to the long neck; hump; large, cloven feet, covered with elastic cushions; large eyes; its docile nature; etc.

Lead the pupils to see why people of certain countries prize the camel so highly; namely, because it takes the place of the horse, the ox, and the cow, and has one of the uses of the sheep.

Seat-work: Complete the following sentences, using for the purpose the words *seen, a, you, the, animal, saw, and, gave, at, on, A, Ship, is, run, and Camels*:—

1. Have ——— ever ——— a camel?
2. It is ——— large ———.
3. Harry ——— George ——— a camel ——— the circus.
4. The man ——— them ——— ride ——— the camel's back.
5. ——— camel ——— called the ——— of ——— Desert.
6. ——— can ——— very swiftly.

LESSON XXX.

Play the "Guessing Game," using the name of the monkey as the word to be guessed.

Place pictures of various kinds of monkeys before the pupils, and allow them to tell stories about these animals.

Draw attention to the facts that they are four-handed, look like little men, live in trees, live upon fruits, nuts, eggs, and insects, are selfish, mischievous, and thievish; etc.

Tell some story about a monkey.

Play the "Rhyming Game."

Seat-work: Fill the blanks in the following sentences, using for the purpose the words *is, a, round, monkey, A, long, can, covered, It, run, and you* : —

1. — monkey — very like — little man.
2. This — has four — legs and — long — tail.
3. It — climb and — very easily.
4. A — is — wild animal.
5. — is — with short fur.
6. Did — ever see — monkey?

Write some stories of your own about a monkey.

Have you ever seen one? Where was it? What did it do?



LESSON XXXI.

Play the "Guessing Game," using the name of the fly as the word to be guessed.

Allow the pupils to tell stories about this little animal.

Speak of its sharp eyes, tiny wings, suckers on its feet, number of legs, habits, food, etc.

Read "The Spider and the Fly."

Call upon some pupil to tell this story in his own language.

Guard against having all the talking done by the bright pupils.

Seat-work: Make the following sentences complete by inserting the words *thin, big, A, has, is, can, legs, fly, The, on, big, caught, you, with, into, the, and to* : —

1. — fly — two — wings, two — eyes, and six —.
2. It — buzz and —.
3. — fly — suckers — its feet.
4. That fly — very small.
5. I — a fly — some honey.
6. "Will — walk — my parlor?" said — spider — the fly.

Write some stories of your own about the fly.

Ask your teacher to read you the little poem by Theodore Tilton, "Baby Bye, here's a Fly."



LESSON XXXII.

Write the word *silk* on the board.

When it is readily recognized, lead the pupils to talk about the substance, and the little worm that spins it.

Show the scholars some silk cocoons, if you can obtain them, and talk about the food the worm lives on, and also the manufacture of the silk into cloth.

Call upon the pupils to name the colors and uses of silk, velvet, and satin, etc.

Seat-work : Fill the blanks in the following sentences by inserting the words *makes, the, A, It, cocoon, are, and, on, mamma, of, leaves, and new* : —

1. — little silkworm — silk.
2. — spins — small —.
3. Cocoons — shaped like small peanuts.
4. They — white — yellow.
5. Silkworms — fed — mulberry —.
6. My — gave me a — silk dress.

What do boys wear that is made of silk? What do girls like to use it for? What are long, narrow strips of silk used for, and what are they called?



LESSON XXXIII.

NOTE. The following lessons are based upon “Æsop’s Fables,” of which Stickney’s Child’s Version is an admirable form.

The teacher should familiarize herself with these fables, so as to be able to tell them to the pupils with little reference to the book.

Tell the pupils the fable of “The Dog and his Shadow,” page 4, “Æsop’s Fables.”

Call upon pupils, individually, to repeat all they can remember of this story, and allow other scholars to give omitted parts. Draw from them the fact that the dog in the water was a shadow.

Seat-work : Fill the blanks in the stories given below by use of the words *crossing, A, of, his, dog, looked, to, piece, meat, Dash, the, into, opened, and lost* : —

1. — dog Dash was — a stream with a piece
— meat in — mouth.
2. He — into the water and saw another —, who
also had a — of meat.
3. "I'll try — get that —," said —.
4. He snapped at — meat.
5. When he — his mouth to snap, his own —
fell — the water.
6. So Dash — his dinner.

Copy these stories, and tell some others of your own about a dog.

LESSON XXXIV.

Tell the pupils one-half of the story of "The Lion and the Mouse," page 12, "Æsop's Fables."

Caution them to listen attentively.

Occasionally ask questions, the answers to which will be a repetition of a part of the story. Emphasize in this way the salient points; *e.g.*, What did the lion find under his paw? What did the mouse say? etc.

Have the story repeated by different pupils, calling upon the class to supply omissions.

Seat-work: Make the following stories complete by inserting the words *and, hungry, little, the, was, under, animal, mouse, The, his, wish, will, you, me, and said*:—

1. Once a — lion awoke — found a — mouse
— his paw.
2. He — just about to eat the —, when the little
— began to beg for — life.
3. — mouse said, "I do not — to die.

4. "If you —— let —— go, I will be sure to repay you."
5. —— lion thought that the mouse —— too little ever to help him.
6. But he ——, "I will see if —— keep your word," and he let —— mouse go.

Copy neatly, and tell more stories about the lion.



LESSON XXXV.

Review the first half of the fable of "The Lion and the Mouse," and tell the pupils the remainder.

Ask questions, the answers to which will prove whether or not the pupils have been attentive.

Call frequently upon the slow pupils to repeat what you have said.

Seat-work: Complete the following stories by inserting the words *a, mouse, lion's, to, the, some, by, with, lion, The, shoot, after, neared, tied, my, was, and soon.*

1. Not long afterward, the —— had —— chance —— save the —— life.
2. He —— caught by —— hunters and tied —— strong rope.
3. —— men left the —— alone and went —— their guns to —— him.
4. When —— mouse —— the —— groan and found him ——, he said,
5. "Now I will keep —— word."
6. He —— gnawed —— great rope and set the lion free.

7. So you see —— mouse —— not too little ——
help —— lion.



LESSON XXXVI.

Tell the pupils the story of "The Fox and the Grapes," page 15 of "Æsop's Fables."

Always call upon some pupil or pupils to repeat the story after you have told it.

Be careful not to interrupt a pupil while he is speaking, to correct him.

Lead the pupils to see the comparison between this fox and those children who, on trying to do a thing and failing, say, "I don't care."

Seat-work: Make complete the following stories, using for the purpose the words *was, day, saw, a, The, on, fox, were, time, them, times, He, he, the, off, do, and are.*

1. One warm —— as a hungry fox —— going through —— wood, he —— some ripe black grapes —— a vine.
2. —— grapes —— high, but still the —— thought that he could get ——.
3. He gave —— spring and nearly reached —— grapes.
4. "I'll do better next ——," he said.
5. —— tried many ——, but it —— of no use.
6. At last —— gave it up and walked ——, saying, "The grapes —— sour, and I —— not wish them."

Write some stories about a fox.

LESSON XXXVII.

Use the story of "The Monkey and the Cat," page 107, "Æsop's Fables," as a basis for the following lesson.

Vary the method of presenting these stories as much as possible, and endeavor in every way to keep up the interest and enthusiasm.

Do not omit reference to the cancelled words *got*, *seen*, *now*, and others, whenever mistakes in their use are made.

Seat-work: Fill the following blanks so as to make stories, using the words *the*, *A*, *were*, *a*, *some*, *day*, *fire*, *in*, *will*, *monkey*, *you*, *nuts*, *of*, *And*, *pull*, *had*, *paws*, *nut*, and *her*.

1. ——— monkey ——— a cat lived in ——— same family, and they ——— both great thieves.
2. One ——— they found ——— chestnuts roasting · ——— the ———.
3. "Come," said the cunning ———, "we ——— have these ——— for our dinner."
4. "You shall have half if ——— will ——— them out ——— the fire."
5. Puss pulled ——— nuts out, burning her ——— very badly.
6. When she ——— stolen every one, she turned to get ——— share; but she found that the ——— had eaten every ———.

Copy the above with your pencil.

Do boys or girls ever like to make a "cat's paw" of a playmate? Tell what you think about it.

LESSON XXXVIII.

Tell the pupils the story of "The Dog in the Manger," page 53, "Æsop's Fables."

Use tact and ingenuity in these lessons to impress the salient points of the story upon the pupils' minds, so that they will be able to reproduce it in their own words.

Seat-work: Fill the blanks below so as to tell the story of "The Dog in the Manger," using for the purpose the words *barn, the, in, on, to, growl, hay, bark, of, said, a, eat, do, away, are, asleep, the, and ugly*.

1. One evening, when —— oxen went to the —— for their supper, they found a dog asleep —— the hay —— the manger.
2. When the dog awoke and began to —— and ——, one of the oxen said, "Do you want —— eat this ——?"
3. "No," —— the dog; "I shouldn't think —— such —— thing."
4. "Very well, then," —— the ox; "we —— want to —— it, for we —— hungry and tired."
5. "Oh, go ——," growled —— dog, "and let me ——."
6. "What an ——, snappish fellow," —— the ox. "He will neither —— the hay himself, nor let us —— it."

Have you taken a paper home lately?

LESSON XXXIX.

Use as the subject of this lesson the fable of "The Farmer and the Snake," page 58.

Do not relax vigilance in regard to answers in full sentences.

Dwell upon the ingratitude of the snake, and the danger of keeping bad company.

Seat-work: Make the following sentences complete, so that they will tell the story of "The Farmer and the Snake." Use the words *snake, day, dead, on, house, brought, was, fire, bite, head, farmer, my, the, killed, of,* and *die*.

1. One winter —— a farmer found a —— lying —— the frozen ground, quite stiff, and nearly —— with cold.
2. He —— him carefully to his ——, and laid him near the ——.
3. As soon as the snake —— warm, he raised his —— and tried to —— his kind friend.
4. "Oh," said the ——, "is that —— way you pay me for —— trouble?"
5. "You shall —— then, and the sooner the better."
6. So he —— him with one blow —— the stick.

Make up some stories about a snake, and write them.



LESSON XL.

Use as the basis of the following lesson the fable of "The Crow and the Pitcher," page 37.

Play the "Guessing Game," using the name of the crow as the word to be guessed.

When you have finished telling the story, either call upon different pupils to tell all they can remember of it, or question them about the leading points.

Let the pupils experiment with a pitcher of water and some pebbles or small objects.

Seat-work: Fill out the following sentences, so as to tell the story of "The Crow and the Pitcher." Use for the purpose the words *some, thirsty, was, in, get, the, shall, saw, this, them, on, dropped in, bottom, into, to, water, drink, and a*.

1. A — crow found — water — a pitcher, but it — so far from — top that she could not — it.
2. She said — herself, "How — I get — water?"
3. Just then she — some pebbles lying — the ground.
4. She picked — up — her beak, and — them one by one — the pitcher.
5. They sank to the —, and at last the — was pushed up by them — the top, so that — crow could — it.
6. "Where there's — will there's — way," — the crow.

Copy, and tell some other stories about a crow.



LESSON XLI.

Tell the story of "The Boy and the Filberts," page 112.

Allow the pupils to experiment with a pitcher full of small objects.

Keep constant watch of the inattentive pupils, and surprise them by occasional questions.

Play the "Rhyming Game."

Seat-work: Complete the following sentences so that they will tell the story of "The Boy and the Filberts." Use the words *of, hand, full, he, nuts, He, his, get, mamma, cry, gave, this, boy, and to.*

1. Harry once put his — into a pitcher — of filberts.
2. — got it full — nuts.
3. But as the neck — the pitcher was narrow, — could not draw out — closed fist.
4. Not wishing to lose his —, yet not able to — them by drawing out — hand, he began to —.
5. Harry's —, who had been watching him, then gave him — good advice.
6. "Be satisfied — take half as many, my —, and you will — them easily."

Copy the above stories, and write some of your own about a boy.



LESSON XLII.

Play the "Guessing Game," using the name of the goat as the word to be guessed.

Tell the pupils the story of "The Two Goats," page 96.

Call upon the pupils to repeat all they can remember of this story.

Show them a picture of some goats, and allow the pupils to tell stories about these animals.

Play the "Rhyming Game."

Seat-work: Finish the following sentences so as to tell the story of "The Two Goats." Use for the purpose the words *at, goats, was, cross, to, of, the, fought, were, and into.*

1. Two —— started —— the same time from opposite ends to —— a long log bridge that —— only wide enough for one —— cross —— a time.
2. Meeting at —— middle —— the bridge, neither goat would give way —— the other.
3. They locked horns, and —— for —— right of way.
4. Soon they both fell —— the water below and —— drowned.

Tell some stories of your own about a goat. What can they do? For what are they used? They have what?



LESSON XLIII.

Play the "Guessing Game." Use the word *frog*.

Tell the pupils the story of "The Boys and the Frogs," page 56.

Dwell upon the fact that children often thoughtlessly hurt animals, and even each other while playing.

Seat-work: Make the following sentences complete, so that they will tell the story of "The Boys and the Frogs." Use for the purpose the words *saw, of, in, playing, hit, see, with, to, the, head, boys, fun, stones, have, and is.*

1. Some boys — near a pond — a number — frogs sporting — the water.
2. "Let us — if we can — them," said one of — boys; and they all began — pelt them — stones.
3. At last, after several had been —, one — the frogs put his — out of — water and said, "Please stop, —."
4. "Throwing — at us may be — for you, but it — death to us.
5. "We — never hurt you, but you — now killed three — our family."

Write some stories about a frog. What color is a frog? Where does it live? What can it do?



LESSON XLIV.

Use as a basis for the following lesson the fable of "Hercules and the Wagoner," page 123.

Lead the pupils to understand how much better self-help is than any assistance rendered by another.

Substitute the expression, *a strong man*, for Hercules.

Play the "Rhyming Game."

Seat-work: Fill the blanks in the following so as to tell the story of "Hercules and the Wagoner." Use the words *was, a, the, muddy, not, had, of, man, called, said, to, you, see, wagon, and give*.

1. Once — man — driving along a — road.
2. Soon — wheels stuck fast, and — horses — to stop.

3. The man — very lazy, and did — try to get the — out — the mud.
4. He — a strong — who was passing — come and help him.
5. "Lazy fellow," — the strong man; "try and — what you can do.
6. "Then if — need help, I will — it to you."

Write more stories of your own about a man.



LESSON XLV.

Partially describe an eagle to the class, and let the pupils guess its name.

Use for the subject of the following lesson the fable of "The Eagle and the Arrow," page 97.

Draw comparisons between this instance and times in the pupils' lives when, by being angry and naughty, they give others the advantage over them.

Place a picture of an eagle before the pupils, and lead them to describe the bird.

Seat-work: Finish the following sentences by inserting the words *it, A, for, a, shot, man, of, on, arrow, is, and my.*

Make them tell the story of "The Eagle and the Arrow."

1. — very fierce eagle had his — on — high rock.
2. Sitting there — could watch — something to eat.
3. One day a — saw him and — him.

4. The eagle saw — the arrow in his heart some
— his own feathers.
5. “It — very hard,” he said, “that I should be
shot by an — feathered from — own wing.”

Make up some stories of your own about an eagle.



LESSON XLVI.

Play the “Guessing Game” with the pupils, using the names of the following animals; viz., mouse and frog.

Tell one-half of the fable of “The Mouse, the Frog, and the Hawk.”

Show the pupils pictures of these animals, and have them tell stories about their parts, habits, etc.

Seat-work: Make the following sentences complete, and have them tell the story of “The Mouse and the Frog.” Use the words *with, ran, the, foot, to, you, went, his, frog, said, mouse, into, on, was, and of*.

1. A mouse — away to play — a frog.
2. “Tie your — to mine,” said — frog, “and I
will show — how — swim.”
3. So — mouse tied — foot to the frog’s, and
away they — to the pond.
4. “Stop,” — the mouse; but the — only laughed
as he jumped — the water.
5. The poor silly — could not learn — swim,
and it — soon drowned.
6. It floated up — the top — the water while —
frog — playing below.

LESSON XLVII.

Finish the fable of "The Mouse, the Frog, and the Hawk."

Place a picture of a *hawk* before the pupils before they commence the seat-work, and have them tell stories about it.

Do not fail to call upon one or more pupils to repeat the whole or part of the story.

Play the "Rhyming Game."

Seat-work : Fill the blanks in the following sentences with the words *was, the, A, saw, me, mouse, like, eat, do, silly, frog,* and *hawk*.

Make them tell the rest of the story about "The Mouse, the Frog, and the Hawk."

1. — hawk who — flying over — water —
the mouse and pounced upon it.
2. As — frog — tied to the —, it was carried
away too.
3. "Stop, stop, let — go!" cried the frog.
4. "Come along," said — hawk.
5. "I will — you first, for I — frog even better
than I — mouse."
6. Soon both the unkind — and the — mouse
were eaten by the —.



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A limited use has been made of symbols, wherein symbols stand for words, and not for operations.

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In the second chapter the right triangle is solved, and many problems are given in order that the student may at the outset perceive the practical utility of Trigonometry, and acquire skill in the use of logarithms.

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In the fourth chapter the oblique triangle is solved, and a collection of miscellaneous examples is added.

The fifth chapter treats of the right spherical triangle.

The sixth chapter treats of the oblique spherical triangle.

The seventh chapter contains many interesting problems in Geometry and Astronomy, to be solved by applying the principles and formulas of Spherical Trigonometry.

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